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ABSTRACT

This report summarizes the findings of the Long Beach (California) Unified School District's first Database Management Information System Survey. These findings are based on the responses of 71,521 parents, students in grades 4-12, and school site staff members. Each school independently selected items from a research-based data bank to develop surveys to assess these dimensions. In the first part of the report, these results are categorized according to eight indicators of school effectiveness: leadership, instructional practices, curriculum, special needs students, school climate, staff development, school/parent/community interaction, and planning/implementing/evaluating the program. The second part of the report analyzes findings for district-level indicators: 10 for staff and 10 for parents. Staff responses are reported for the following items: year-round schools, decision making, program quality, communication, clarity of purpose, evaluation procedures, recognition, work environment, district support, and confidence in district administration. Parent responses are reported for the following items: year-round schools; involvement; communication; clarity of purpose; facilities upkeep; discipline; friendliness; and adequate reading, math, and language instruction. A summary of district level items is included, and instrumentation is appended. (TE)

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FOREWORD

This report summarizes the findings of the Long Beach Unified School District's first Database Management Information System Survey. These findings are based on the responses of 71,521 parents, students in Grades 4-12, and school site staff members. No district office or district level personnel participated in this survey. Only districtwide results are reported, as it is the intent of the Database Management Information System to provide data for use in planning and budgeting more effective programs, not to rank or compare schools.

Each school has received a summary of its results. Because these data represent baseline information that will be used for comparison purposes in future years, this report does not provide commendations or recommendations for change. This report is not an evaluation, but rather a summary of initial information. Following future surveys, specific commendations or recommendations will be made.

Managers and staff at all levels are now studying the findings and will be establishing criteria for identifying needs, setting priorities, and implementing strategies for greater effectiveness.

This report presents highlights of the results. A computer printout of all the raw data is available upon request in the Research Office.

SUPERINTENDENT'S LETTER

An Open Letter to All Who Participated in the Survey

Dear Friends:

Thank you for your tremendous response to our first annual survey of staff, students, and parents. The very high rate of return exceeded our expectations and shows clearly that you care about your schools and are willing to make the extra effort to make them even better.

The questionnaire and comments form that you completed gave us vital information about your perceptions of, your experiences with, and your priorities for our schools. In the final analysis, our schools will benefit from decisions that are based on factual data.

The information and insights you have taken the time to collect can be put to good use. For each school, a profile based on the data you furnished will be developed which identifies areas of special strength and areas that could be improved.

Later this spring, the preparation of school and school district budgets will involve careful consideration of important findings of the first Database Management Information System Survey, as this annual questionnaire is known. We are already in the process of refining the survey for next year, and we shall be making great efforts to accomplish what is most important to you and your students in the year ahead.

Thank you most sincerely for enabling us to do a better job of collecting information to help provide a quality education for each of the more than 65,000 students of the Long Beach Unified School District.

Tom Giugni
Superintendent of Schools

Database Management Information System
Executive Summary

The purpose of a Database Management Information System (DBMIS) is to gather, summarize, analyze, and report information that will enable individual schools and the school district to improve their effectiveness. By identifying areas of strength and areas in need of attention, this initial survey provides specific baseline information about school effectiveness and district program quality. From this baseline information, annual changes and longitudinal trends will be tracked. This document reports the perceptions of parents, students, and school site staff as recorded on surveys.

The superintendent and a 30-member steering committee representing a cross section of district personnel, under the direction of a professional facilitator, identified major goal areas for the development of a database information system. The first database survey contained 10 district-level items that addressed four goal areas: Leadership, Curriculum and Instruction, School-Community Needs, Staff Interaction.

All schools participated in the development of their own surveys. Using a bank of research-based items, site councils and parent advisory committees--composed of equal numbers of parents and staff--selected those items that would provide the information they most needed at that school. Each item in the bank was categorized according to eight indicators of school effectiveness: Leadership, Instructional Practices, Curriculum, Special Needs Students, School Climate, Staff Development, School/Parent/Community Interaction, and Planning/Implementing/Evaluating the Program. Research shows that improvement efforts in these areas will positively affect the achievement of all students.

Surveys were provided to all parents, students in grades 4-12, and school site staff in the district to insure that all had an opportunity to respond to items concerning the effectiveness of schools and district services. The rate of return for parents was significantly higher than is normally expected for a voluntary survey, and the proportional return rates of various ethnic groups were almost identical to the proportion of students in the schools.

Districtwide, the information was aggregated under the major school effectiveness categories. Individual school summaries were sent to each school site to be used for goal setting, program review, plan writing and budgeting. Information in this initial survey will be augmented by other types of data such as attendance reports, test score trends, mobility factors, and other relevant information to provide a comprehensive data base from which to evaluate school effectiveness in future years.

General Conclusions

- The extensive information obtained by this initial survey must be considered as baseline data for future analysis and planning.
- The results confirm many existing strengths and identify areas in need of further consideration and follow-up study.
- The DBMIS has served to open lines of communication with parents, students, and school site staff.
- DBMIS has increased public awareness of school effectiveness through direct involvement in the process by thousands of parents, students, and staff.
- The DBMIS has introduced new technology and demonstrated its contribution by accumulating and analyzing massive amounts of information in a very short time.
- Schools will need time to study the results, prioritize needs, and develop strategies to implement appropriate changes.
- District managers will need to support schools through allocation of resources.

HIGHLIGHTS OF SURVEY FINDINGS

Of the parents, school site staff, and students who responded to the survey:

- **87%** of the parents agreed or strongly agreed that the reading instruction provided to their children is adequate.
- **87%** of the parents agreed or strongly agreed that the math instruction provided to their children is adequate.
- **86%** of the parents agreed or strongly agreed that the language instruction provided to their children is adequate.
- **87%** of the teachers agreed or strongly agreed that the Long Beach Unified School District is a good place in which to work.
- **80%** of the parents agreed that student discipline is being properly handled at their children's schools.
- **93%** of the parents surveyed reported feeling welcome at their children's schools.
- **88%** of the parents agreed that school buildings and grounds are well kept.
- **54%** of the parents would be willing to send their children to a year-round school.
- **88%** of the parents reported a high degree of satisfaction with the leadership of their children's schools. Parents agreed that the principal and staff have skills that enable the school to reach its goals.
- **73%** of the parents responded that their children's schools are providing adequate help for students with special needs.
- **81%** of the parents agreed that the school encourages the capabilities of students and emphasizes the worth of the individual.
- **85%** of the parents believe that there is adequate parent participation in the education of students.
- **77%** of the parents reported that they have a good understanding of what teachers teach.
- **71%** of the parents agreed that there are open lines of communication in this school district.
- **66%** of the students agreed that their school climate is good, encouraging students to reach their capabilities and emphasizing the worth of the individual.
- **85%** of the teachers agreed with the instructional practices at their school.
- **71%** of the teachers agreed that there are adequate opportunities for professional growth.
- **66%** of the students agreed with curriculum items on the survey.
- **59%** of the teachers agreed they are involved in decisions that affect their jobs.
- **48%** of the school site staff responded that there are open lines of communication with the district office.
- **50%** of the high school students agreed that their parents attend or support school events.
- **52%** of the teachers reported satisfaction with the amount of recognition received for job performance.

ACKNOWLEDGMENTS

The Database Management Information System (DBMIS) resulted from the efforts of many. Members of the steering committee provided input at the design stage. Appreciation for time and interest go to:

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Finally, our deepest appreciation goes to the school administrators, teachers and parents who participated in the survey design meetings, and to the thousands of parents, staff and students who took the time to respond to this survey.

Lewis A. Prilliman, Director
Office of Research and Evaluation

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SECTION I

DATABASE MANAGEMENT INFORMATION SYSTEM

Introduction

In April of 1986, the Superintendent announced that the Research Office in the Long Beach Unified School District would be responsible for developing a Database Management Information System (DBMIS) to improve the collection and use of information for decision making and planning. The establishment of a database system will allow the district to be more proactive and responsive to changing conditions in the schools and communities. Further, the DBMIS will serve to centralize information sources for decision making at all levels and provide an ongoing system for monitoring and planning for greater systemwide effectiveness.

The major function of the DBMIS is to collect, accumulate, summarize, analyze, and report information on an annual basis. The 1986-87 school year will serve as the baseline year from which longitudinal trends will be measured. The results of specialized studies currently conducted by the Research Office will be integrated into the system to form a comprehensive data bank. The long range goal of the Research Office is to establish on-line relational data banks that can be queried easily, providing fast and accurate information for problem analysis and decision making.

Although the system utilizes a variety of data collection techniques, the use of survey methodology will serve to identify areas for further study. Because surveys measure perceptions and opinions, hard data such as test scores and enrollment figures should be available for comparison when studying issues or planning change. For this reason, the Database Management Information System will incorporate achievement data and other specialized studies currently conducted by the Research Office and other departments. The Database Management Information System will be broader than the survey results presented in this report. A matrix of current data sources is presented in Appendix A.

Background

The Research Office formed a steering committee of 30 district personnel for the purpose of identifying major planning issues that would be targets or goals for data collection in the next decade. The targeted areas would serve to structure the foundation for the development of a management information system.

On September 25, 1986, under the direction of a professional facilitator, the Superintendent and members of the steering committee identified planning issues that were categorized into eight major goal areas. This goal-setting process used a scenario built on actual district projections to help participants develop a vision of the year 2000. A process map, agenda, meeting highlights, and scenario are included in Appendix B of this report.

Goal areas identified by the steering committee were as follows:

Goal Areas

1. Adequate Funding
2. Adequate Facilities
3. School/Community Needs
4. Curriculum and Instruction
5. Personnel: Recruitment/Selection/Retention
6. Staff Interaction
7. Technology
8. Leadership

Using these goal areas as a framework, the Research Office developed a bank of items to facilitate the construction of district surveys. Ten items were selected from the district bank to address planning issues.

A second bank of 342 survey items was developed to assess school effectiveness. The school-based items, drawn from effective schools research, were organized under the following eight dimensions of School Effectiveness:

School Effectiveness

1. Leadership
2. Instructional Practices
3. Curriculum
4. Special Needs Students
5. School Climate
6. School/Parent/Community Interaction
7. Planning/Implementing/Evaluating the Program
8. Staff Development

Each school developed custom surveys for staff and parents, designed specifically to meet the information/program needs of that school. Research Office personnel developed corresponding student surveys. The process by which these custom surveys were developed is discussed in Section II of this report.

Assumptions Underlying the System

The following basic assumptions served as guiding principles for the development of the DBMIS:

- Organizations that plan perform better than those that do not.
- The quality of a plan is only as good as the information upon which it is based.
- The capacity for change is inherent in any institution.
- Those most affected by change must be part of the solution.
- People are more likely to act on information that is useful and that affects them directly.

Scope of the Database Survey

All 55 elementary schools, 14 junior high schools, 5 senior high schools, one continuation high school, and 3 special education schools administered custom parent, staff, and student surveys.

All parents in the district were surveyed. Translated questionnaires in four languages (Spanish, Cambodian, Vietnamese, Tagalog) were provided on an as-needed basis. The staff at the Assignment Center provided translations of the entire bank of 342 items in the requested languages. All staff members, classified and certificated, were surveyed at each school site, along with all students in Grades 4 through 12. Only orthopedically handicapped students participated at the special education schools; however, all parents and staff were surveyed at each site. Comment pages were enclosed with each survey form and building administrators collected and summarized the comments for analysis and follow-up.

Organization of Report

The report is divided into five sections. Section I has provided an introduction to the concept of a database management information system. Section II describes the design elements and planning model used to implement the system. Section III reports the return rates and describes the composition of the various respondent groups. Sections IV and V summarize the 1986-87 survey results. Findings will be reported in the order they appear on the survey form. School effectiveness results are summarized in Section IV, followed by a summarization of the district items in Section V.

SECTION II

DATABASE MANAGEMENT INFORMATION SYSTEM

DESIGN

Rationale

The main purpose for establishing a DBMIS is to provide managers at all levels access to information that previously did not exist or that is currently available to only a limited number of persons in various departments throughout the system. In order for the information to be useful to managers at all levels, the DBMIS must be designed by managers for their own use, with all data easily accessible.

Elements of the Design

Based on the need to centralize information for a variety of users, INVOLVEMENT became an essential element in the overall design of the management information system. Planners recognized the need to include those who were not only potential users of the system, but also potential recipients of change resulting from plans based on the information.

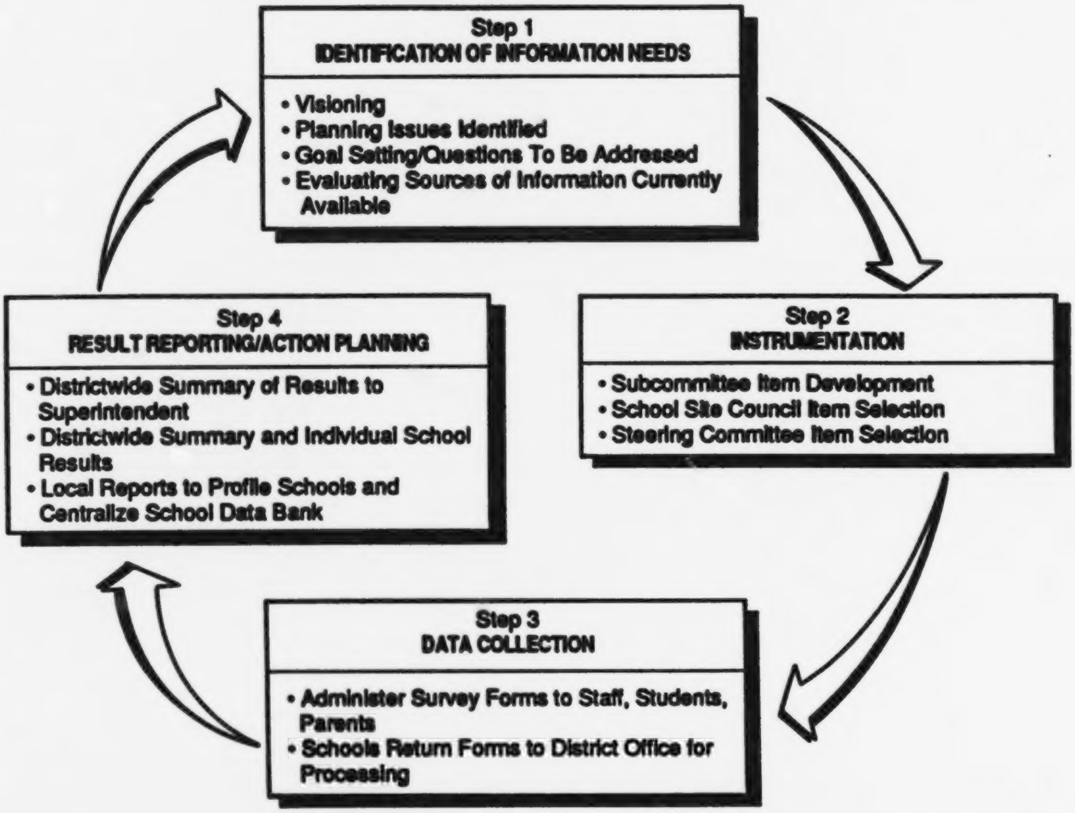
Another reason for an emphasis on broad involvement in terms of project design relates to the diversity of the school and community populations served by the Long Beach Unified School District. Although all schools have similar needs for information, there is considerable variation across programs. By allowing schools to select their own survey items based on local needs, each site gained a sense of "ownership" in the process.

The second design element directing the process was UTILITY. In order for information to be deemed useful to the site administrator, it must be (1) related to program and community needs specific to his/her school population, and (2) fit in with existing information needs currently required by the state and the district.

A 4-step planning model served as the conceptual framework for implementing a cyclic process that would ensure involvement in the selection of useful information in targeted areas with changing conditions. The sequence followed in the planning process is presented in Figure 1.

FIGURE 1

4-Step Planning Model


Step 1
IDENTIFICATION OF INFORMATION NEEDS
• Visioning
• Planning Issues Identified
• Goal Setting/Questions To Be Addressed
• Evaluating Sources of Information Currently Available
Step 2
INSTRUMENTATION
• Subcommittee Item Development
• School Site Council Item Selection
• Steering Committee Item Selection
Step 3
DATA COLLECTION
• Administer Survey Forms to Staff, Students, Parents
• Schools Return Forms to District Office for Processing
Step 4
RESULT REPORTING/ACTION PLANNING
• Districtwide Summary of Results to Superintendent
• Districtwide Summary and Individual School Results
• Local Reports to Profile Schools and Centralize School Data Bank

The state currently requires schools to collect information regarding Program Review, Quality Indicators, high school accreditation, and School Improvement. Schools are expected to conduct self-studies and needs assessments to meet these requirements. It was prudent then for the database system to accommodate these multiple information needs, affording maximum utility of the information, while at the same time providing districtwide data for system planning.

Item Bank Development

Use of an item bank met the design criteria, INVOLVEMENT and UTILITY, by allowing schools to select their own items. Although each school selected different items, all items across schools could be aggregated by the eight dimensions of school effectiveness to provide district measures.

Recognizing the value of item banking, local county offices had organized existing criteria by using state planning documents for Program Review, accreditation, and assessing Quality Indicators. Because all criteria by which schools are accredited or reviewed are currently based on a growing body of research on school effectiveness, the bank of items was organized under those factors most likely to affect higher student achievement: Leadership, Instructional Practices, Curriculum, Special Needs Students, School Climate, School/Parent/Community Interaction, Planning/Implementing/Evaluating the Program, and Staff Development.

Utilizing this existing resource, members of the Research staff reviewed and revised the bank items. Additional items were added from the Connecticut Schools model and other school effectiveness resources. A separate but complementary bank of survey items was developed for students in Grades 4 through 12.

Survey Design

Following the 4-Step Planning Model (Figure 1), each school site was asked to (1) determine its current information needs, (2) establish a parent advisory committee or utilize an existing site council to develop community and staff survey forms, (3) administer surveys to staff, students, and parents, and (4) report results to staff and parents for reviewing/planning school effectiveness.

Each site council or advisory committee had an equal number of parents and staff representing school/community needs. Using copies of the item bank, members of the Research Office staff conducted a 2-hour meeting, directing council members through an item selection process designed to facilitate priority setting and consensus building. At the end of the meeting, 26 items were selected for the parent survey form and 35 for the staff survey form. The process ensured that a set of common items would appear on each survey form to allow comparison among the opinions of staff, students, and parents. Once the items were selected for the parent and staff forms, the Research Office developed a corresponding student form. Ten additional items selected by the district steering committee appeared on all parent and staff forms.

Survey Production

The item banks were put in a database computer program to facilitate the production of the surveys. The use of a computer allowed the development of 234 custom surveys by a single staff member, in a relatively short period of time. Sample surveys are provided in Appendix C of this report.

Administration and Processing of Survey

Survey forms were administered to staff, students, and parents from November 17 through December 5. Many of the elementary schools administered the parent forms during the regularly scheduled parent conferences. With the exception of one junior high school, all secondary parent forms were mailed, with return envelopes provided. Each site processed its own comments pages, returning only the scannable response sheets to the Research Office for data analyses. School reports were returned to schools in February for use in budget preparation, program review and planning. A copy of the project timeline can be found in Appendix D of this report.

SECTION III

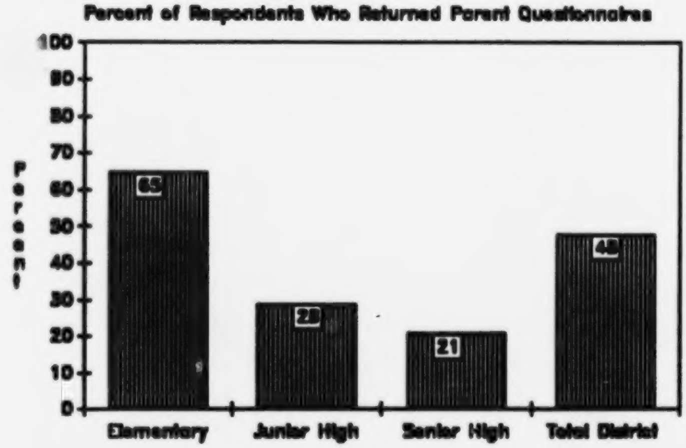
RATE OF RETURN

A baseline measure of any survey is the rate of return and the representativeness of the sample. Efforts were made to secure data from as many participants as possible. Student surveys were administered during the school day, and staff surveys were distributed during faculty meetings. Some parents of elementary students completed surveys during parent conferences, while other schools sent them home with the students. All surveys for parents of secondary students, with the exception of Washington Junior High School, were sent in the U. S. Mail with self-addressed return envelopes provided. The parent surveys were available in five languages (English, Cambodian, Vietnamese, Spanish, and Tagalog) in an effort to increase the rate of return.

The rate of return for pupils was in the 90% range, as would be expected since students completed the surveys at school. A similar return rate was experienced for the staff.

The rate of return for the parents was much higher than is normally expected for a voluntary survey. The combined rate of return for all parents (elementary and secondary) was about 48%, with 31,089 of the 64,821 surveys returned. The elementary division's rate of return was 65%, with 24,337 of the 37,530 surveys returned. The junior high school and senior high school rates of return were 29% and 21% respectively, with 3,888 of the 13,433 of the junior high school surveys returned and 2,864 of the 13,858 senior high school surveys returned (Figure 2).

FIGURE 2

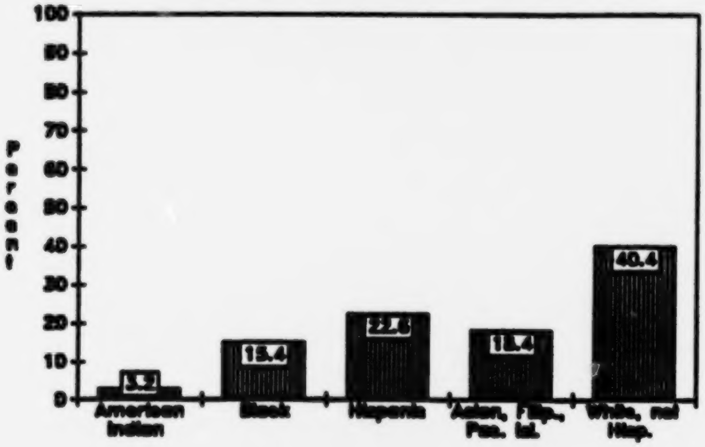


Parents were asked to identify their ethnicity on the survey so return rates for the different groups could be reported to establish the representativeness of the responses.

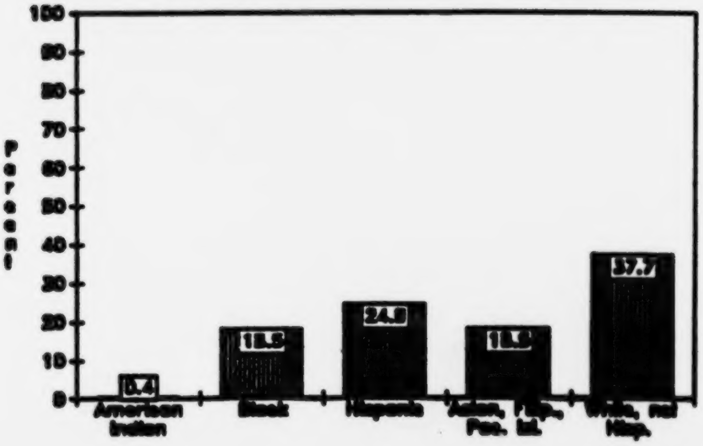
The ethnicity of the respondents (Figure 3) closely parallels the K-12 student ethnicity (Figure 4) of the district.

FIGURES 3 and 4

Percent of Respondents—According to Ethnicity—Who Returned Parent Questionnaires



Percent of K-12 Students—According to Ethnicity—Enrolled in Long Beach Unified School District, Fall 1986



Conclusion

The overall response rate and the response rate of the different ethnic groups clearly show the high interest of the parents in the schools of the Long Beach Unified School District.

SECTION IV

SCHOOL EFFECTIVENESS RESULTS

As mentioned earlier in this report, school effectiveness is made up of eight dimensions. Each school independently selected items from the bank to develop custom surveys designed to assess these dimensions. Therefore, these findings represent the collective assessment of many independent items aggregated to form districtwide measures of school effectiveness.

FINDINGS

LEADERSHIP

Items in this category measured the extent to which the principal and school staff are perceived as demonstrating skills that enable the school to reach its goals. Table 1 and figures 5 through 16 summarize the percents of responses for staff, parents, and students in agreement with leadership items.

Staff Results

- The majority of elementary (86%), junior high (82%), and senior high school (75%) staffs gave high ratings ("strongly agree" or "agree") to leadership items (Table 1).
- When comparing staff responses across levels, senior high school staff (20%) reported more disagreement with leadership items than did school site staff at junior high (13%) or elementary schools (10%) (Table 1).
- High ratings for leadership items were given by 87% of the elementary, 81% of the junior high, and 75% of the senior high school teachers (Figures 5-7).
- Classified staff ratings were comparable to those of the teachers, while certificated support staff ratings were slightly higher at all levels (Figures 5-7).
- The responses of elementary school classroom aides on leadership items showed agreement (85%) similar to that of teachers and classified personnel; however, fewer aides at the junior high school (68%) and senior high school (61%) levels agreed (Figures 5-7).
- Classified staff and classroom aides reported the largest percents of responses in the "not enough information" category, particularly at the secondary level (Table 10 on page 54).

Table 1

Percent of Responses to Database Management Information Questionnaires Completed by Selected Groups of Respondents Fall 1986

CATEGORY: LEADERSHIP

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	47%	39%	8%	2%	4%
Junior High School	791	36	46	10	3	5
Senior High School	727	26	49	15	5	5
TOTAL STAFF	4,113	41	42	9	3	4
PARENTS						
Elementary School	24,337	41%	47%	4%	1%	6%
Junior High School	3,888	35	50	6	2	6
Senior High School	2,864	29	53	8	2	8
TOTAL PARENTS	31,089	40	48	5	1	7
STUDENTS						
Elementary School	13,143	48%	36%	7%	4%	5%
Junior High School	11,935	27	48	14	6	6
Senior High School	11,241	19	53	17	6	5
TOTAL STUDENTS	36,319	32	45	13	5	5

---

*Percents may not total 100% because of rounding.

LEADERSHIP
STAFF

Figure 5
ELEMENTARY
Percent of Responses "Strongly Agree" and
"Agree" to LEADERSHIP Items on Staff Questionnaires

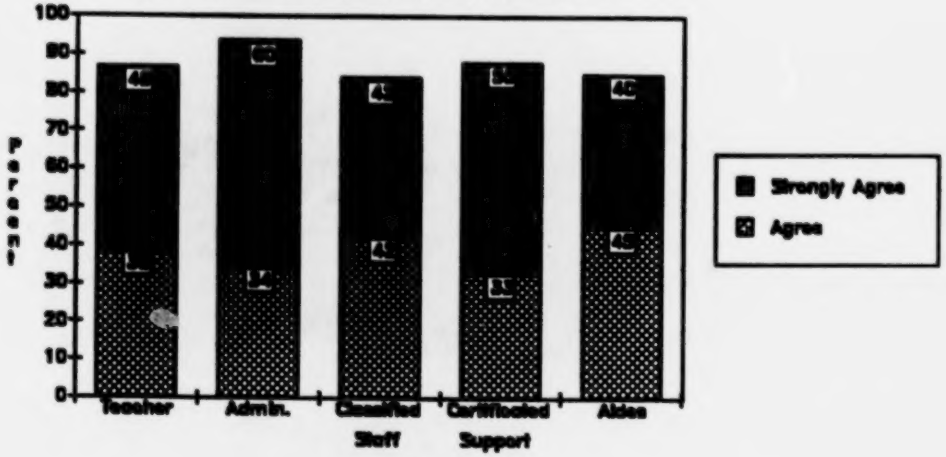


Figure 6
JUNIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to LEADERSHIP Items on Staff Questionnaires

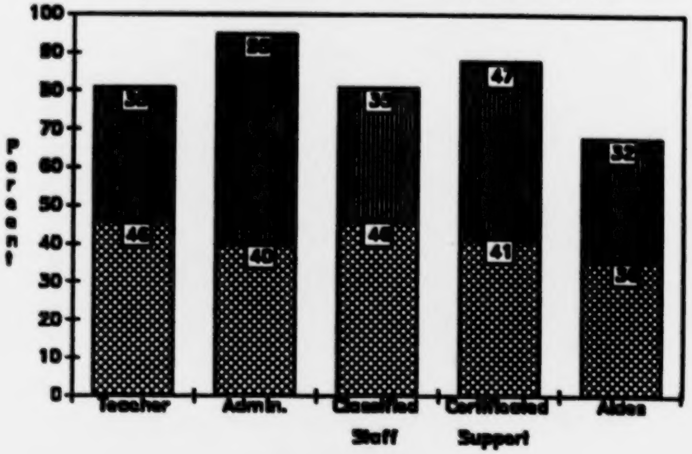


Figure 7
SENIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to LEADERSHIP Items on Staff Questionnaires

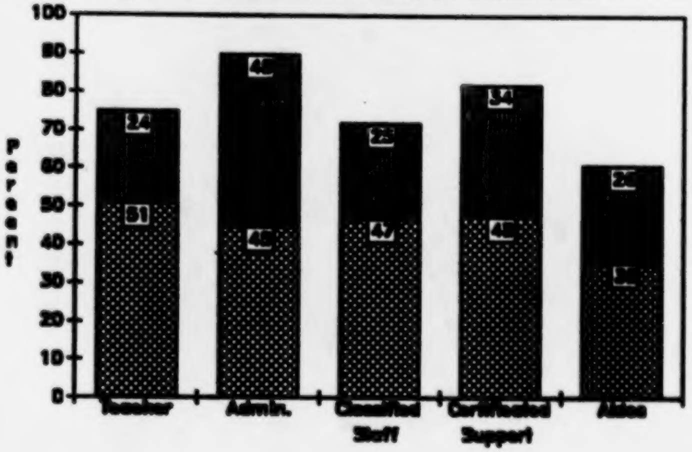
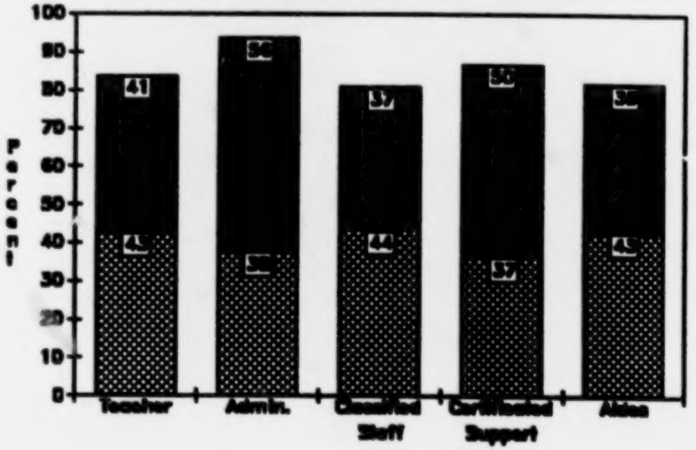


Figure 8
DISTRICT
Percent of Responses "Strongly Agree" and
"Agree" to LEADERSHIP Items on Staff Questionnaires



Parent Results

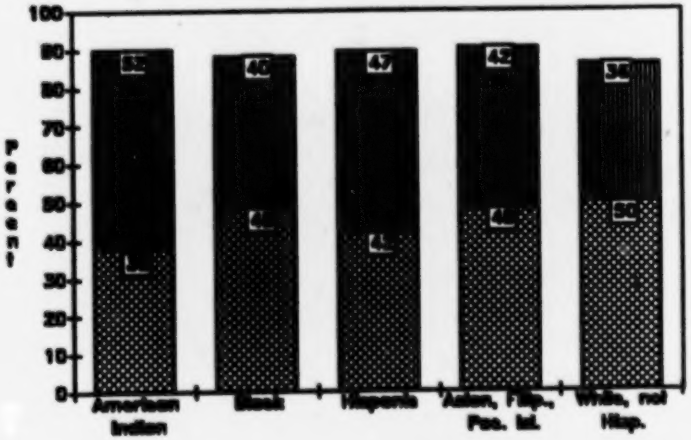
- Districtwide, the responses of most parents (88%) gave leadership items a high rating (Table 1).
- Parent responses for leadership items showed satisfaction at the elementary school (88%), junior high school (85%), and senior high school levels (82%) (Table 1).
- The percent of agreement for parents was comparable at all grade levels (Figures 9-11).
- The responses of White parents with senior high school students showed the least satisfaction with leadership, as measured by the various items selected (Figure 11).

Student Results

- Districtwide, most student responses (77%) reported agreement with the leadership items (Table 1).
- When compared across grade levels, elementary school students rated leadership items higher (84% agreed) than did junior high school (75%) or senior high school (72%) students (Table 1).
- Greater percents of junior high school (20%) and senior high school (23%) student responses showed disagreement than did responses of elementary school students (11%) (Table 1).
- Responses of students of American Indian and White heritage showed slightly less agreement on leadership items than those of other ethnic groups (Figures 13-16).

LEADERSHIP
PARENTS

Figure 9
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Parent Questionnaires



▥ Strongly Agree
▩ Agree

Figure 10
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Parent Questionnaires

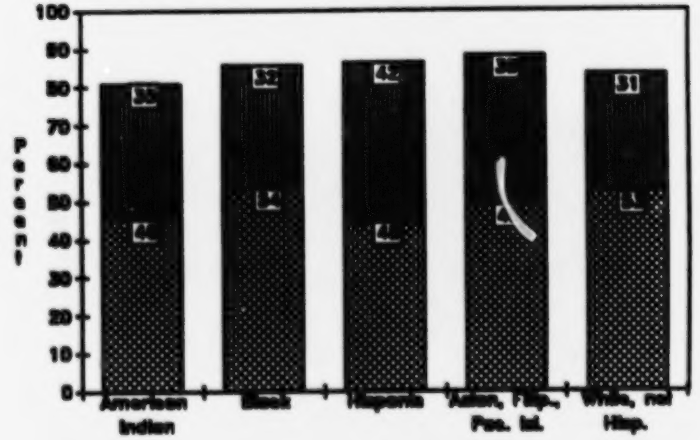


Figure 11
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Parent Questionnaires

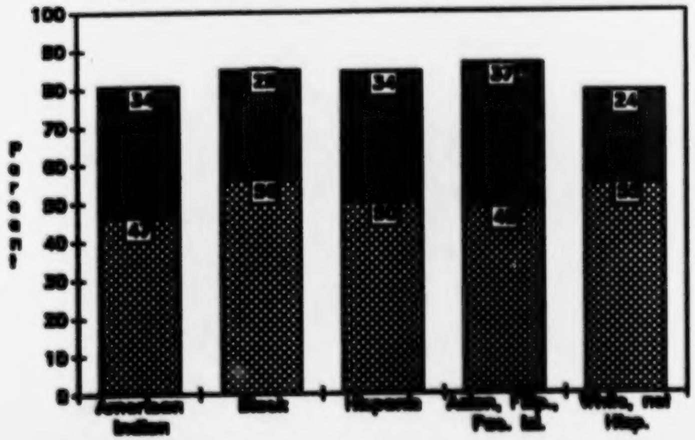
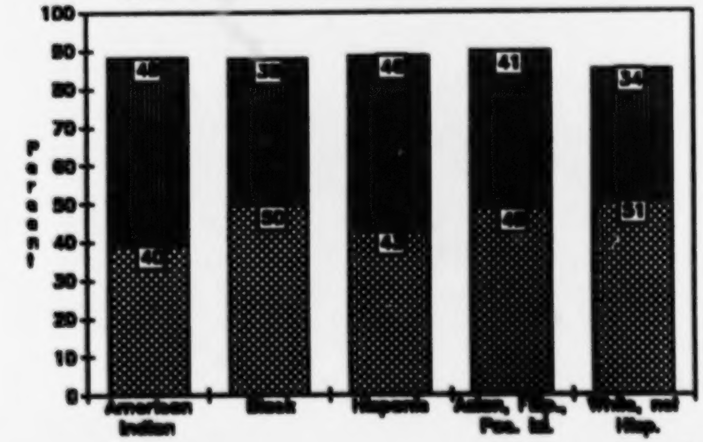
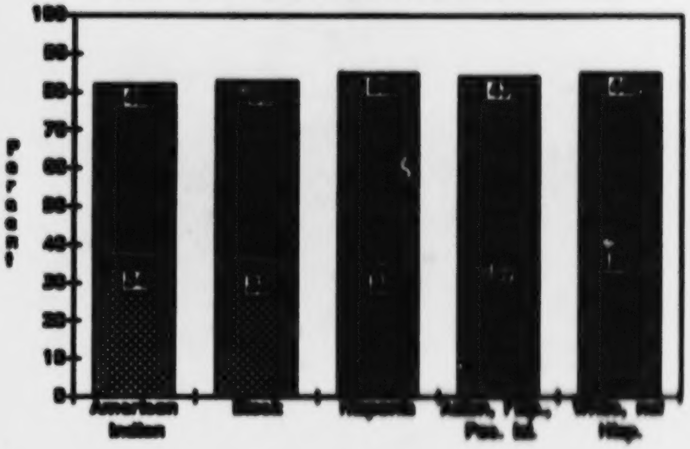


Figure 12
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Parent Questionnaires



LEADERSHIP
STUDENTS

Figure 13
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Student Questionnaires



▨ Strongly Agree
▨ Agree

Figure 14
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Student Questionnaires

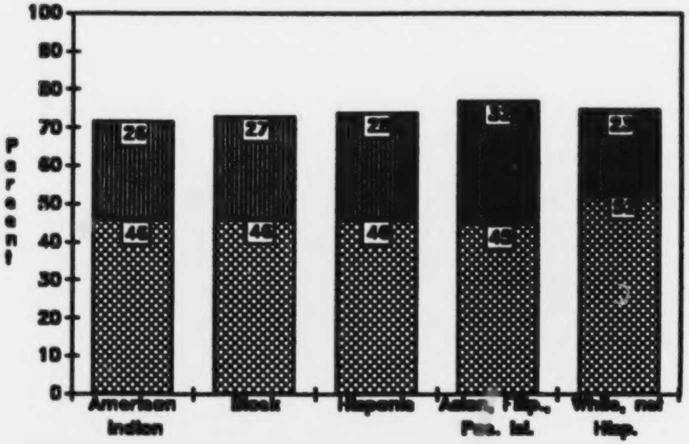


Figure 15
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Student Questionnaires

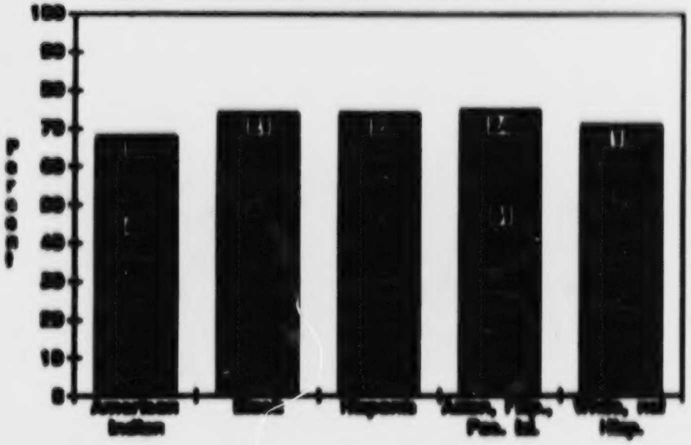
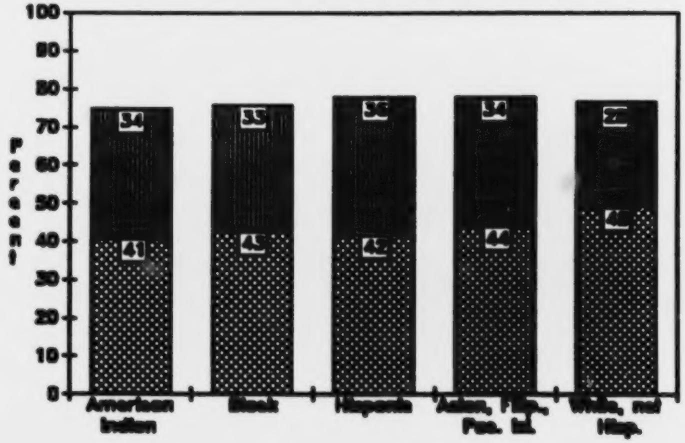


Figure 16
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to LEADERSHIP Items on Student Questionnaires



INSTRUCTIONAL PRACTICES

Items in this category measured the extent to which the instructional program is shaped by clearly defined goals, sequentially organized to assure the desired outcomes.

Staff Results

- Approximately 82% of all staff gave high ratings to items related to instructional practices (Table 2).
- When comparing responses across grade levels, 88% of the elementary school, 77% of the junior high school and 68% of the senior high school staffs reported agreement (Table 2).
- Responses by teachers at the elementary school level showed agreement (93%) on instructional practices items (Figure 17).
- Although teacher responses showed 85% agreement on instructional practices items (Figure 20), there was more disagreement among senior high teachers (19%) than at the elementary school (6%) or junior high school (13%) level.
- Highest ratings for instructional practices items were reported by elementary school (94% agreed), junior high school (91% agreed), and senior high school (82% agreed) administrators (Figures 17-19).
- Districtwide, the majority of certificated support staff responses (85%) and classroom aide responses (82%) agreed with the instructional practices items (Figure 20).
- At the senior high school level, just over 50% of the responses of the classified staff and instructional aides showed agreement with instructional practice items (Figure 19).
- Classified staff reported the greatest percent of "not enough information" responses (Table 10 on page 54). (This would account for the lower percent of agreement.) (Figure 20)

Table 2

Percent of Responses to Database Management Information Questionnaires
Completed by Selected Groups of Respondents
Fall 1986

CATEGORY: INSTRUCTIONAL PRACTICES

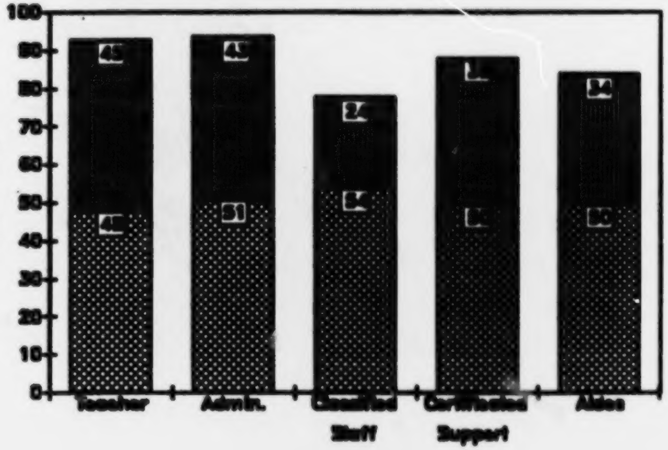
Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	39%	49%	5%	1%	6%
Junior High School	791	21	56	11	2	9
Senior High School	727	16	52	15	4	13
TOTAL STAFF	4,113	31	51	8	1	8
PARENTS						
Elementary School	24,337	37%	50%	6%	2%	5%
Junior High School	3,888	25	53	12	3	7
Senior High School	2,864	21	53	14	4	7
TOTAL PARENTS	31,089	34	51	8	2	6
STUDENTS						
Elementary School	13,143	52%	32%	8%	4%	4%
Junior High School	11,935	30	42	17	8	4
Senior High School	11,241	18	43	24	12	4
TOTAL STUDENTS	36,319	35	38	15	7	4

---

*Percents may not total 100% because of rounding.

INSTRUCTIONAL PRACTICES
STAFF

Figure 17
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Staff Questionnaires



▥ Strongly Agree

▨ Agree

Figure 18
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Staff Questionnaires

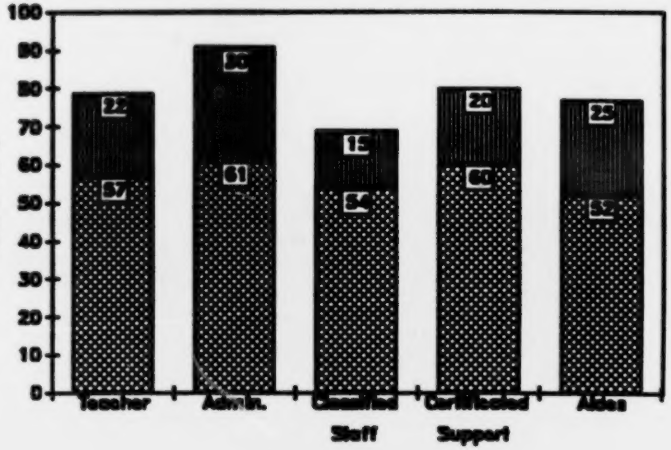


Figure 19
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Staff Questionnaires

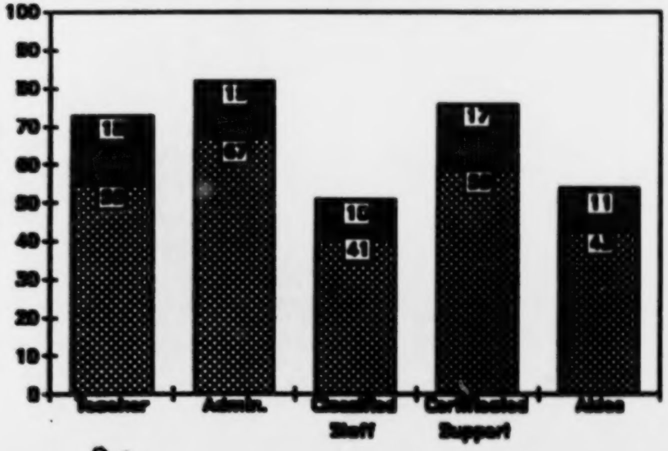
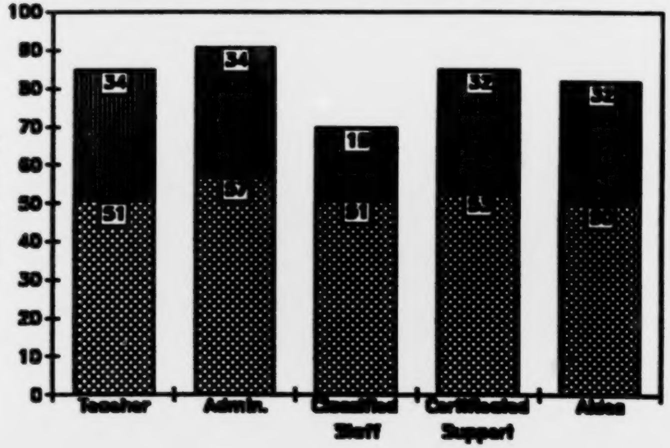


Figure 20
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Staff Questionnaires



INSTRUCTIONAL PRACTICES

Parent Results

- The majority of parent responses (85%) reported agreement with instructional practices items (Table 2).
- Across grade levels, 87% of elementary school, 78% of junior high school, and 74% of senior high school parent responses showed agreement with instructional practices items (Table 2).
- The responses of White parents showed slightly less agreement (82%) with instructional practices than that of any other ethnic group (Figure 24).

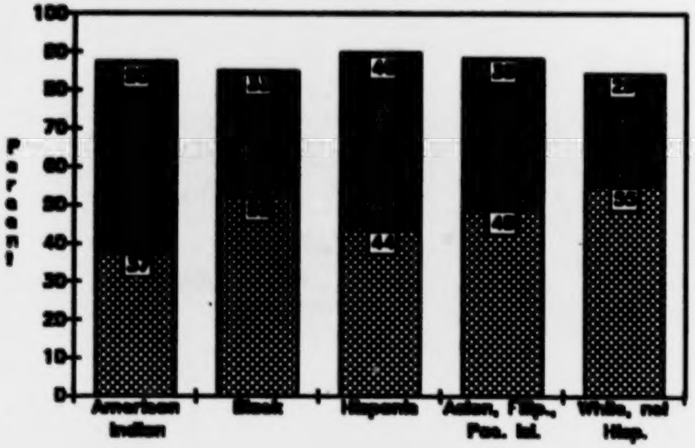
Student Results

- Districtwide, the majority of student responses (73%) showed agreement with instructional practices items, while 12% at the elementary level, 25% at the junior high school level, and 36% at the senior high school level showed disagreement (Table 2).
- Exactly 4% of the students' responses reported "not enough information" regarding instructional practices items (Table 2).
- Students attending neighborhood schools were more critical of instructional practices than those students attending school sites outside their neighborhoods (Table 13 on page 57).
- Responses for senior high school White students showed less agreement (57%) with instructional practices than those of Asian (66%), Hispanic (65%), Black (62%), or American Indian students (58%) (Figure 27).

INSTRUCTIONAL PRACTICES

PARENTS

Figure 21
ELEMENATRY
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Parent Questionnaires



▨ Strongly Agree
▨ Agree

Figure 22
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Parent Questionnaires

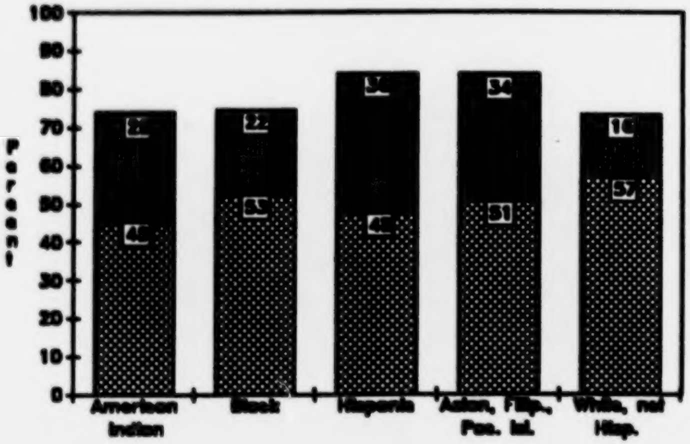


Figure 23
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Parent Questionnaires

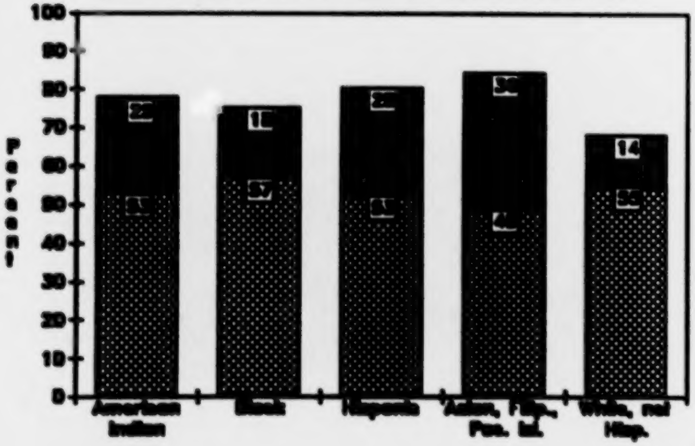
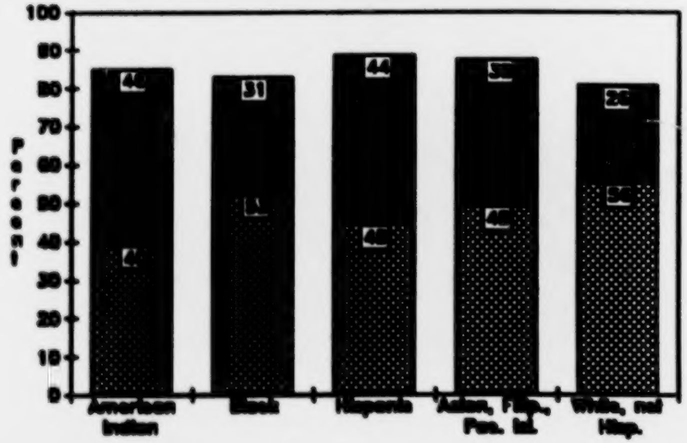
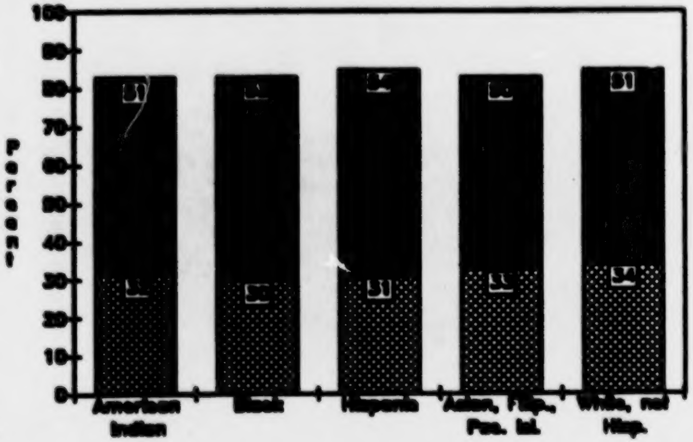


Figure 24
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Parent Questionnaires



INSTRUCTIONAL PRACTICES
STUDENTS

Figure 25
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Student Questionnaires



▥ Strongly Agree
▨ Agree

Figure 26
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Student Questionnaires

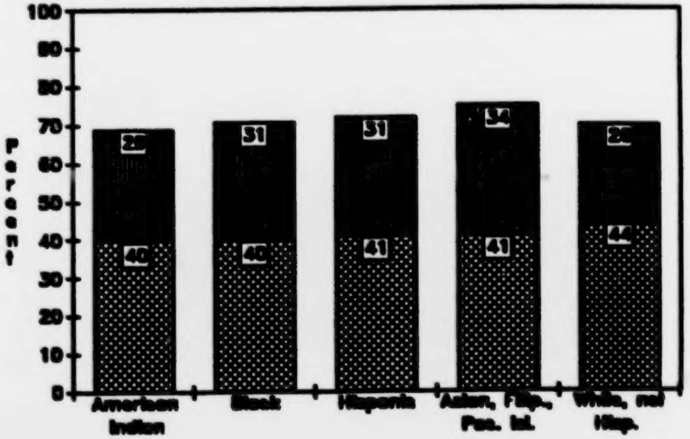


Figure 27
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Student Questionnaires

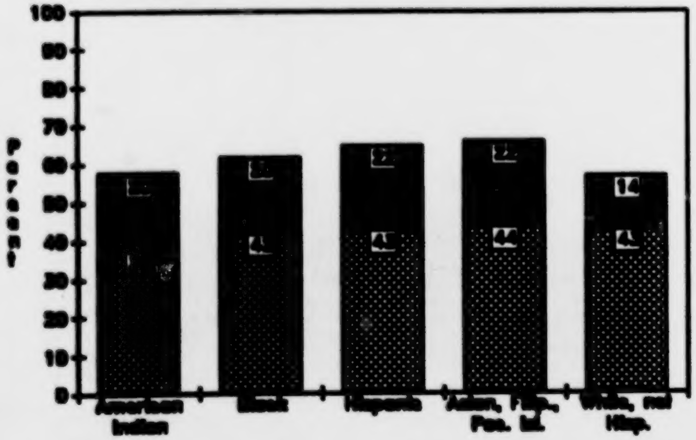
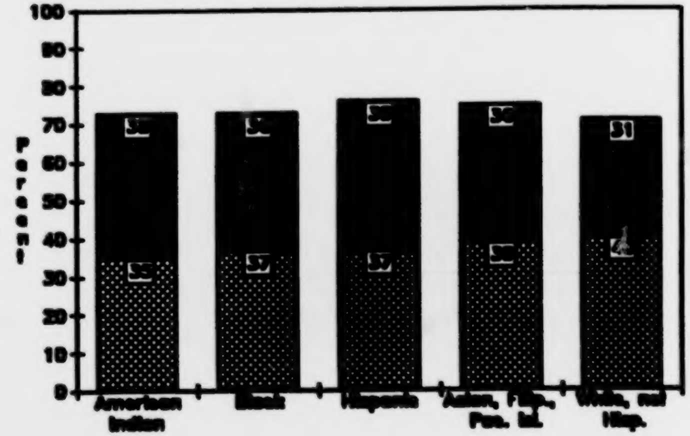


Figure 28
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to INSTRUCTIONAL PRACTICES Items on Student Questionnaires



CURRICULUM

Items in this category measured the extent to which the curriculum defines what teachers are to teach and students are to learn. The focus is on providing students with basic skills, knowledge, understanding, and appreciation for a balanced curriculum. Table 3 and figures 29 through 40 summarize the percents of agreement on these items by level and ethnicity.

Staff Results

- 71% of the staff responses across the district reported high ratings for curriculum items, 12% showed disagreement, and 17% reported "not enough information" (Table 3).
- Administrators' responses showed higher ratings (82% agreement) for curriculum items than did the responses of teachers (75% agreement), classified staff (58% agreement), certificated support staff (71% agreement) or aides (68% agreement) Figure 32).
- When comparing responses across grade levels, a greater percent of elementary school staff responses (78%) showed agreement with curriculum items than did staff responses at the junior high (62%) and senior high school (59%) levels (Table 3).

Parent Results

- Districtwide, 77% of the parent responses to curriculum items showed agreement (Table 3).
- Elementary parent responses showed 78% agreement, while 70% of the junior high school, and 67% of the senior high school parent responses showed agreement (Table 3).
- 13% of the parent responses to the survey reported "not enough information."
- While the senior high school White parent responses were positive (61%) to curriculum items, only 10% showed strong agreement (Figure 35).
- The responses of Asian parents showed the highest percent of agreement (83%) with curriculum items, followed by those of Hispanic (81%) and American Indian (80%) parents (Figure 36).

Table 3

Percent of Responses to Database Management Information Questionnaires
Completed by Selected Groups of Respondents
Fall 1986

CATEGORY: CURRICULUM

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	29%	49%	8%	1%	14%
Junior High School	791	18	44	12	3	24
Senior High School	727	14	45	14	4	22
TOTAL STAFF	4,113	24	47	10	2	17
PARENTS						
Elementary School	24,337	30%	48%	7%	2%	13%
Junior High School	3,888	21	49	12	4	14
Senior High School	2,864	16	51	13	4	15
TOTAL PARENTS	31,089	28	49	8	2	13
STUDENTS						
Elementary School	13,143	46%	32%	11%	6%	5%
Junior High School	11,935	23	36	21	13	6
Senior High School	11,241	17	40	25	13	5
TOTAL STUDENTS	36,319	30	36	18	10	5

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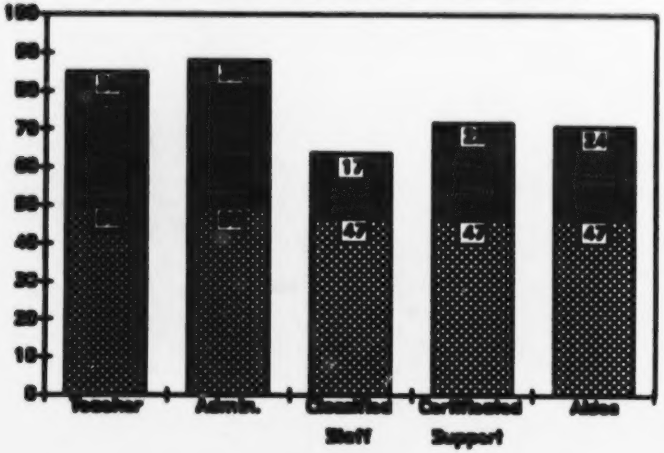
*Percents may not total 100% because of rounding.

CURRICULUM
STAFF

Figure 29
ELEMENTARY
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Staff Questionnaires



■ Strongly Agree

▨ Agree

Figure 30
JUNIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Staff Questionnaires

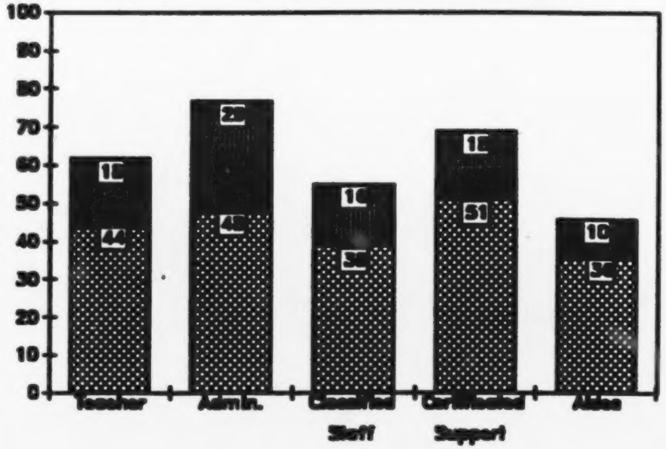


Figure 31
SENIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Staff Questionnaires

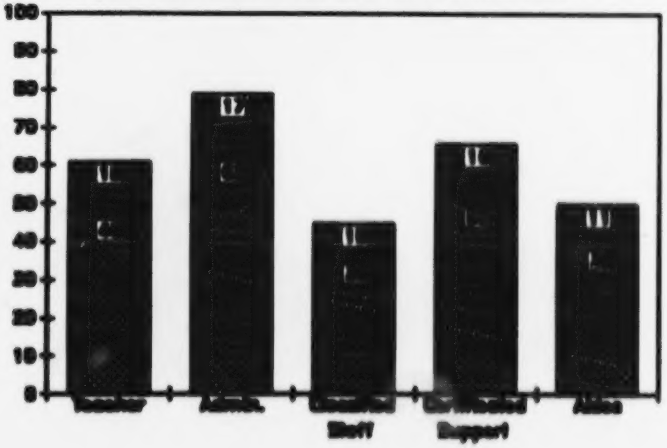
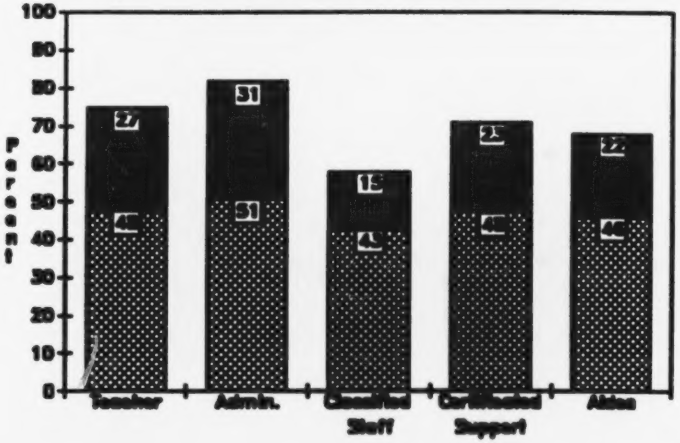


Figure 32
DISTRICT
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Staff Questionnaires



CURRICULUM
PARENTS

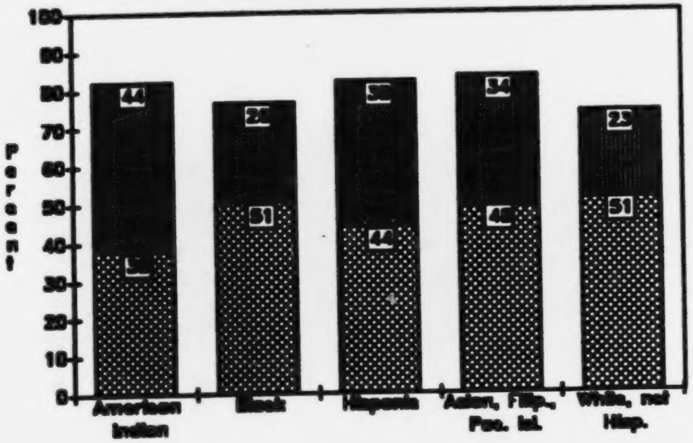


Figure 33
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to CURRICULUM Items on Parent Questionnaires

▥ Strongly Agree
▩ Agree

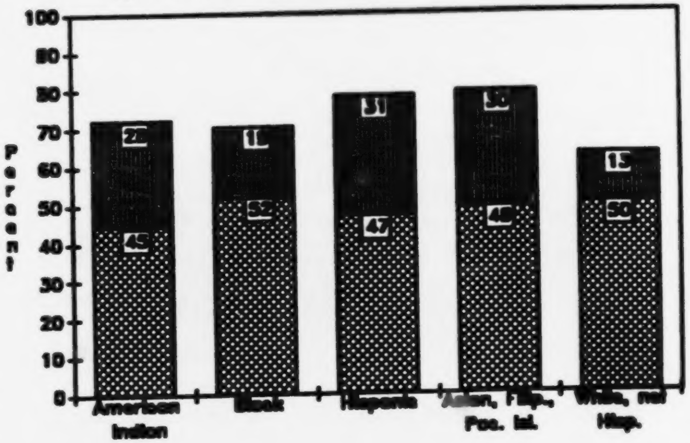


Figure 34
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to CURRICULUM Items on Parent Questionnaires

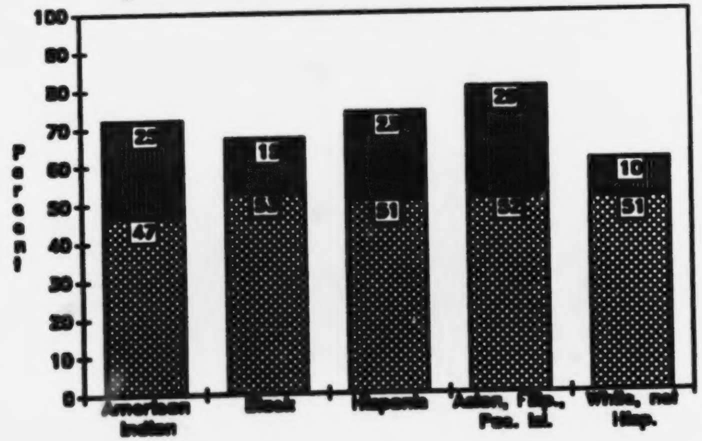


Figure 35
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to CURRICULUM Items on Parent Questionnaires

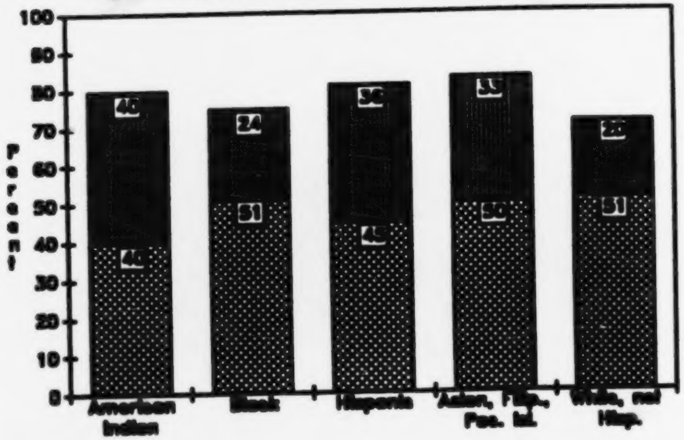


Figure 36
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to CURRICULUM Items on Parent Questionnaires

Student Results

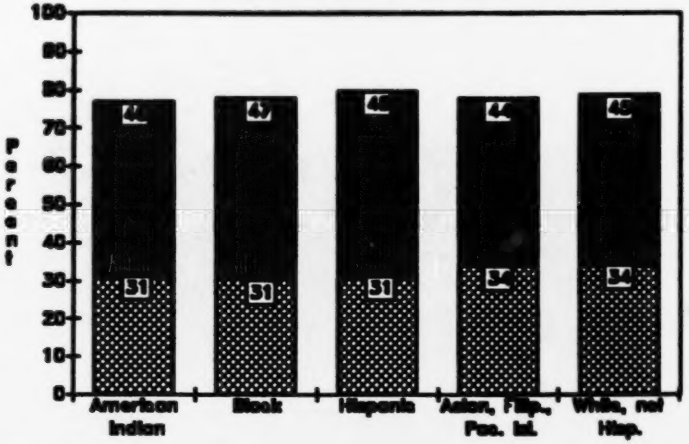
- Districtwide, student responses reported less agreement (66%) with curriculum items than did parent or staff responses. Approximately 28% showed disagreement and 5% reported "not enough information" (Table 3).

- As presented in Figure 37, the greatest percent of student responses showing agreement with curriculum items were at the elementary school level. Responses were similar across all ethnic groups at this level.

- At the junior high and senior high school levels, a lower percent of the responses of White students (56% and 55% respectively) showed agreement with the curriculum items appearing on their school surveys. When compared with responses of other students, a greater percent of Hispanic student responses showed agreement with curriculum items (Figures 38-40).

CURRICULUM
STUDENTS

Figure 37
ELEMENTARY
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Student Questionnaires



▥ Strongly Agree
▨ Agree

Figure 38
JUNIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Student Questionnaires

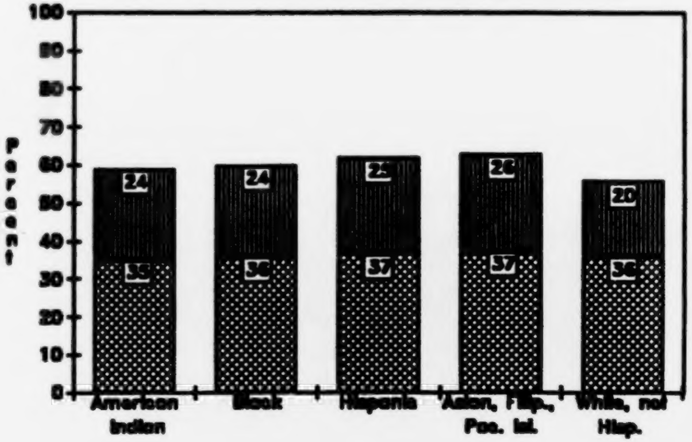


Figure 39
SENIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Student Questionnaires

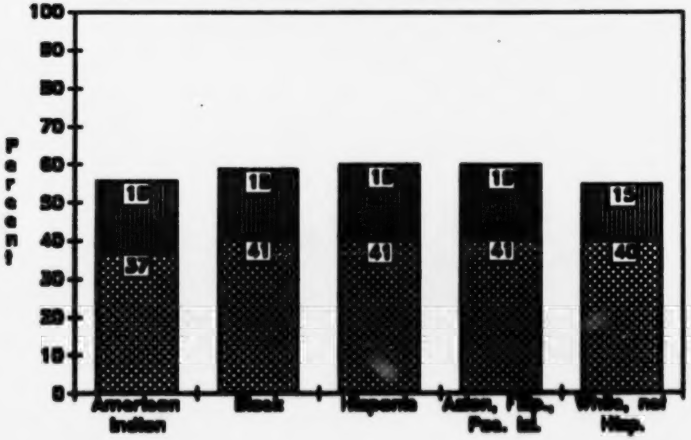
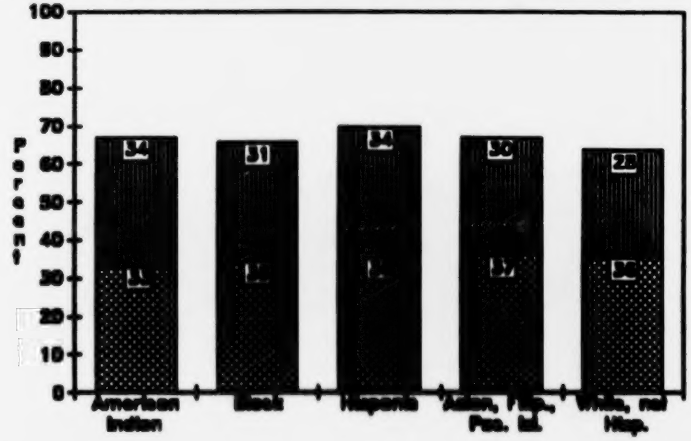


Figure 40
DISTRICT
Percent of Responses "Strongly Agree" and
"Agree" to CURRICULUM Items on Student Questionnaires



[illegible]

Items in this category measured the extent to which the school provides for students with special needs. The focus is on equal access to the curriculum. Table 4 and Figures 41 through 52 summarize the percentage of agreement with items in this category.

Staff Results

- Approximately 75% of all school site staffs agreed with special needs items, 16% disagreed, and 10% reported "not enough information" (Table 4).
- When compared across grade levels, responses of elementary school staff reported higher ratings (77% agreement) than those of junior high (73% agreement) or senior high school (65% agreement) staff (Table 4).
- As presented in Figure 44, the responses of administrators showed stronger agreement with special needs items than did those of staff members in other job classifications.
- The responses of classroom aides showed the lowest percent of agreement at the junior high school (56%) and senior high school (63%) levels (Figures 42 and 43).

Table 4

Percent of Responses to Database Management Information Questionnaires Completed by Selected Groups of Respondents
Fall 1986

CATEGORY: SPECIAL NEEDS STUDENTS

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	31%	46%	10%	3%	9%
Junior High School	791	28	45	13	4	10
Senior High School	727	18	47	15	8	12
TOTAL STAFF	4,113	29	46	12	4	10
PARENTS						
Elementary School	24,337	30%	44%	6%	2%	18%
Junior High School	3,888	25	48	9	5	14
Senior High School	2,864	17	46	12	6	19
TOTAL PARENTS	31,089	29	44	7	3	17
STUDENTS						
Elementary School	13,143	58%	28%	5%	4%	5%
Junior High School	11,935	32	37	14	11	6
Senior High School	11,241	26	45	14	8	8
TOTAL STUDENTS	36,319	38	37	11	8	6

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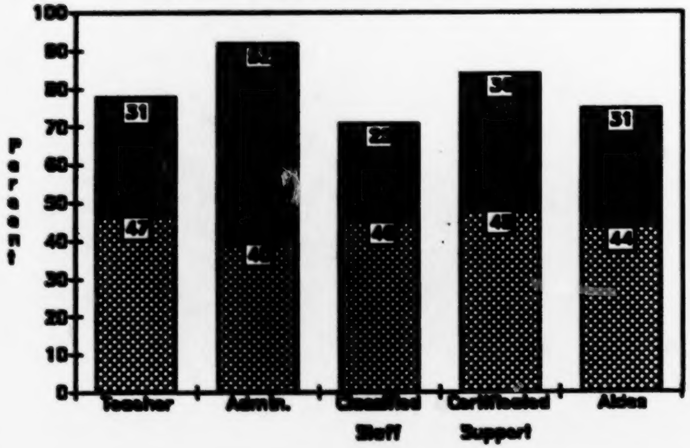
*Percents may not total 100% because of rounding.

SPECIAL NEEDS STUDENTS
STAFF

Figure 41
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Staff Questionnaires



▥ Strongly Agree
▨ Agree

Figure 42
JUNIOR HIGH
Present of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Staff Questionnaires

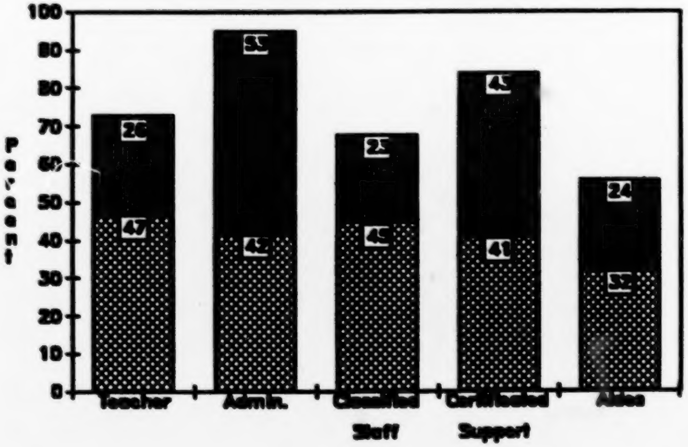


Figure 43
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Staff Questionnaires

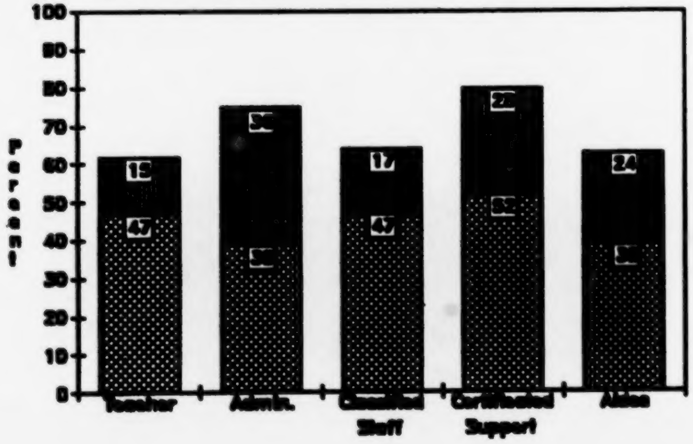
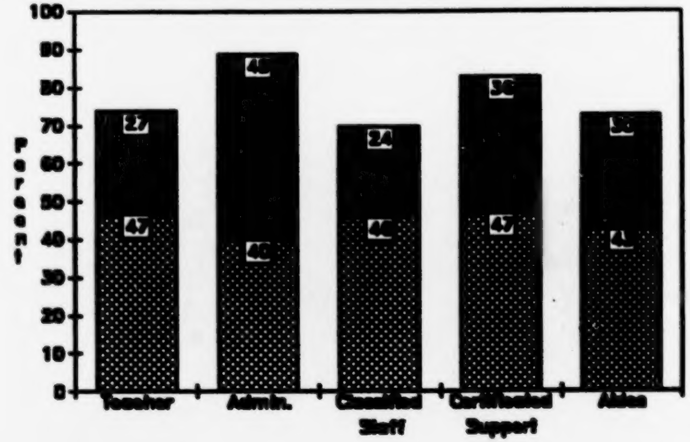


Figure 44
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Staff Questionnaires



[redacted]

Parent Results

- Approximately 73% of the parent responses showed agreement with special needs items, 10% responded disagreement and 17% showed "not enough information" (Table 4).

- Responses of parents of senior high school students showed somewhat lower ratings (63% agreement, 18% disagreement, 19% "not enough information") than responses of parents of elementary or junior high school students (Table 4).

Student Results

- Approximately 75% of the responses for students in Grades 4-12 showed agreement with the special needs items; however, 19% showed disagreement and another 6% reported "not enough information" (Table 4).

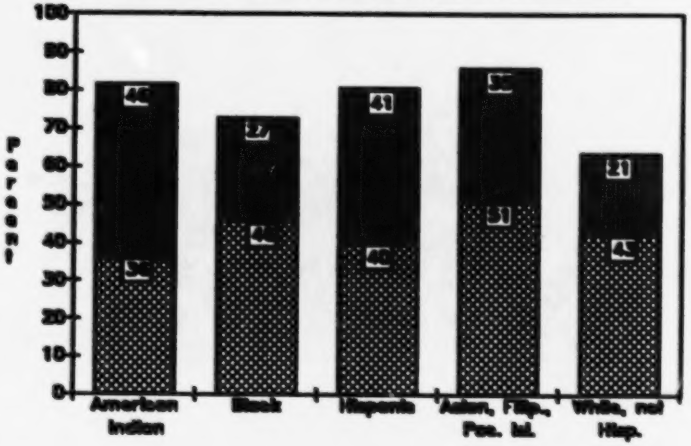
- When compared to the responses of secondary students, elementary student responses appeared to suggest more awareness of special needs programs, as 58% showed strong agreement with these items (Table 4).

- Junior high school ratings for special needs items were the lowest as 69% of the student responses showed agreement, 25% showed disagreement, and 6% reported "not enough information" (Table 4).

- When compared across ethnic groups, responses to special needs items showed less agreement for American Indian and White students and greatest agreement among Hispanics (Figure 52).

SPECIAL NEEDS STUDENTS
PARENTS

Figure 45
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Parent Questionnaires



■ Strongly Agree
▨ Agree

Figure 46
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Parent Questionnaires

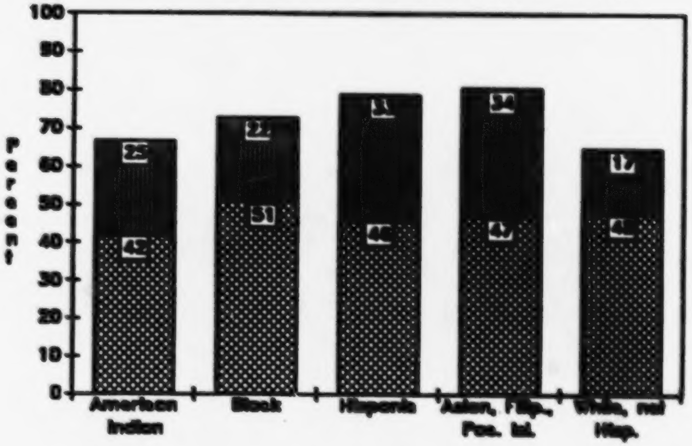


Figure 47
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Parent Questionnaires

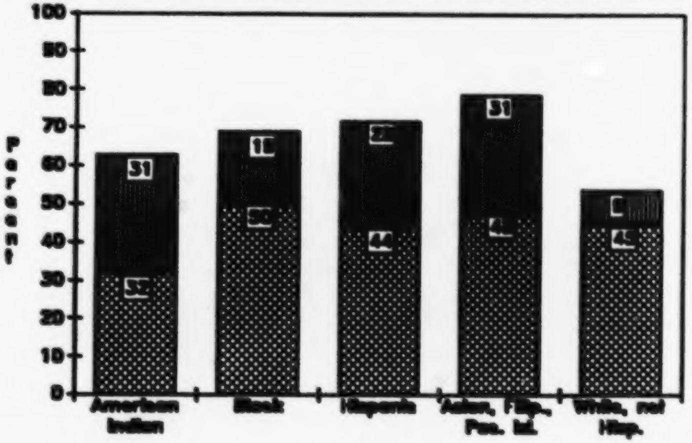
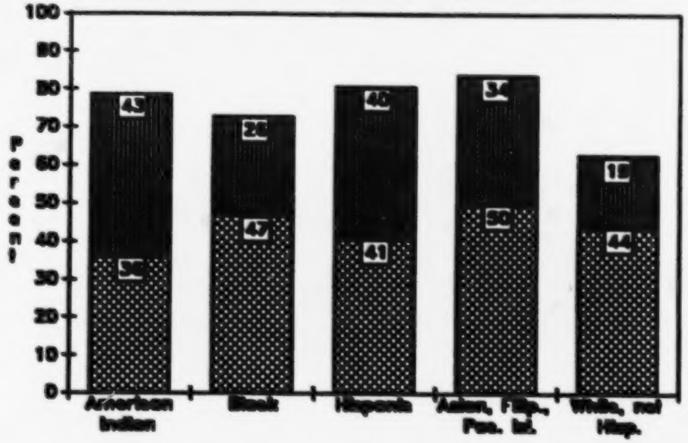


Figure 48
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
SPECIAL NEEDS STUDENTS Items on Parent Questionnaires



SPECIAL NEEDS STUDENTS

STUDENTS

Figure 49
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to SPECIAL NEEDS STUDENTS Items on Student Questionnaires

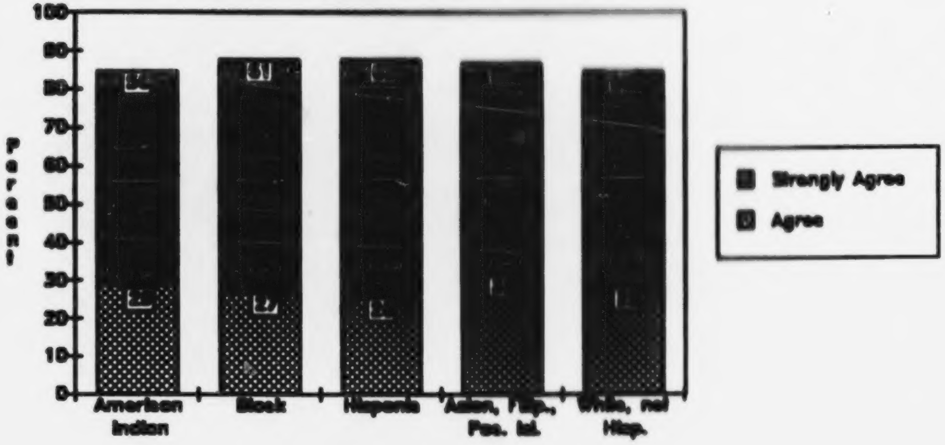


Figure 50
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SPECIAL NEEDS STUDENTS Items on Student Questionnaires

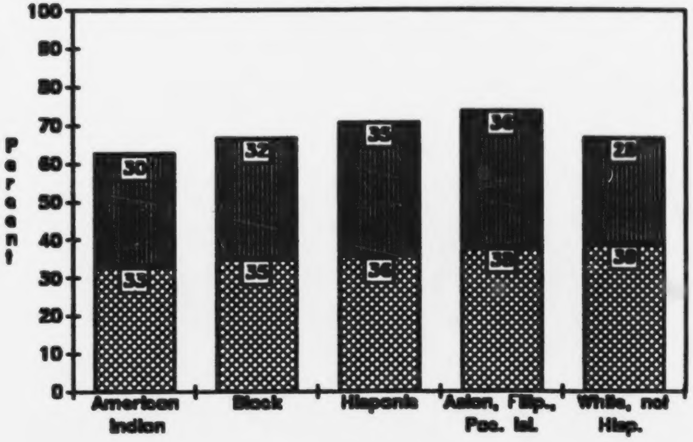


Figure 51
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SPECIAL NEEDS STUDENTS Items on Student Questionnaires

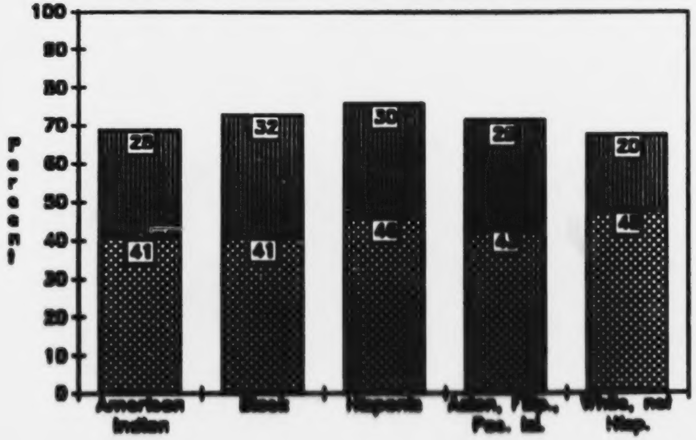
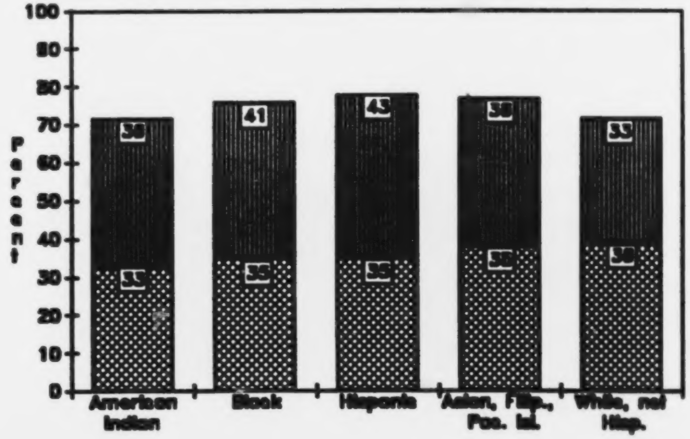


Figure 52
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to SPECIAL NEEDS STUDENTS Items on Student Questionnaires



[redacted]

Items in this category measure the extent to which the school climate encourages the capabilities and emphasizes the worth of the individual. Table 5 and Figures 53-64 summarize the percents of agreement with school climate items as shown by the responses for staff, parents, and students.

Staff Result

- Approximately 80% of all school site staff responses showed agreement with school climate items, 15% showed disagreement and 5% reported "not enough information" (Table 5).
- Approximately one-half of responses were in the "agree" column for teachers at all levels (Figures 53-55).
- Classified staff perceptions of school climate items were similar to teacher responses (Figure 56).
- As indicated by Figure 56, responses of certificated support staff showed 86% agreement, a percent somewhat higher than that of teachers (79%), classified staff (76%), and aides (81%), but lower than the percent reported by administrators (95%).
- The responses of instructional aides at the senior high school level showed the lowest level of agreement (56%) with school climate items when compared to those of other school site positions (Figure 55).

Table 5

Percent of Responses to Database Management Information Questionnaires Completed by Selected Groups of Respondents
Fall 1986

CATEGORY: SCHOOL CULTURE/CLIMATE

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	35%	49%	9%	2%	5%
Junior High School	791	23	51	16	5	5
Senior High School	727	17	53	18	7	5
TOTAL STAFF	4,113	30	50	12	3	5
PARENTS						
Elementary School	24,337	36%	49%	6%	2%	8%
Junior High School	3,888	24	51	11	5	9
Senior High School	2,864	16	52	12	5	15
TOTAL PARENTS	31,089	32	49	7	3	9
STUDENTS						
Elementary School	13,143	45%	31%	10%	8%	5%
Junior High School	11,935	24	39	18	13	6
Senior High School	11,241	16	42	23	14	5
TOTAL STUDENTS	36,319	29	37	17	12	5

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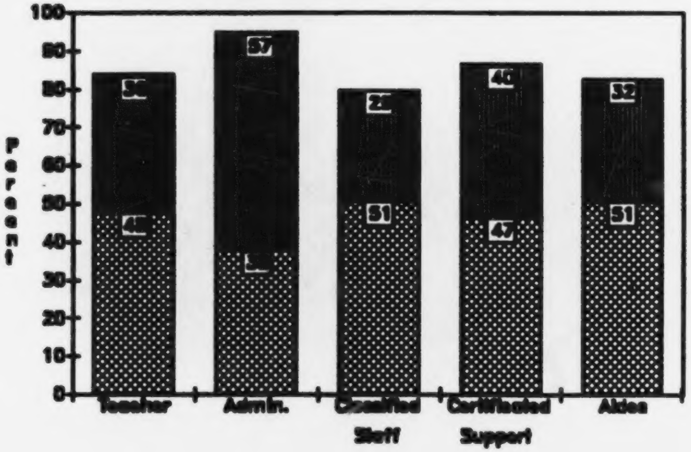
*Percents may not total 100% because of rounding.

SCHOOL CLIMATE
STAFF

Figure 53
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Staff Questionnaires



■ Strongly Agree
▨ Agree

Figure 54
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Staff Questionnaires

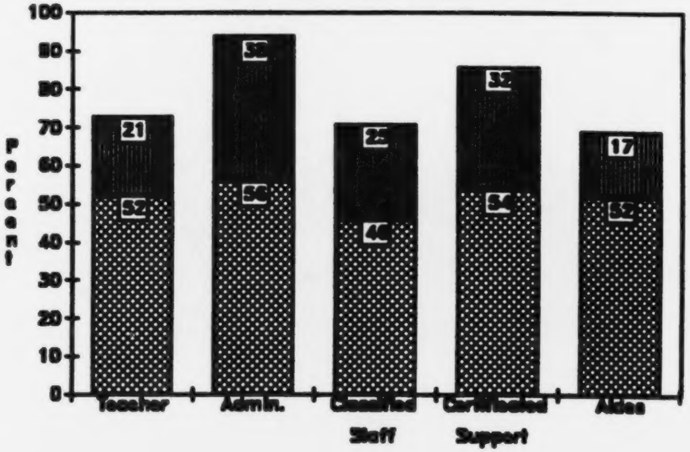


Figure 55
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Staff Questionnaires

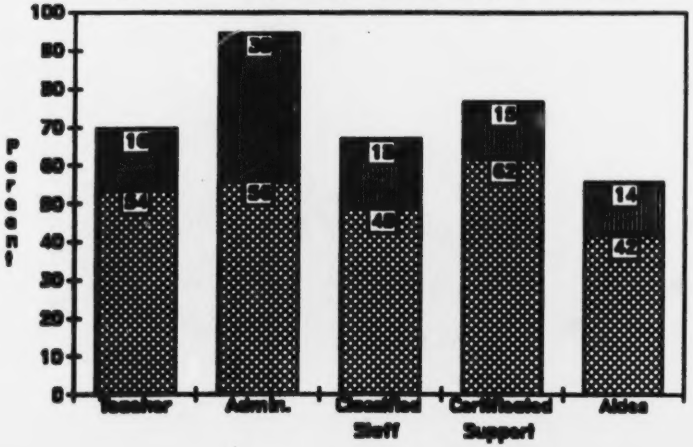
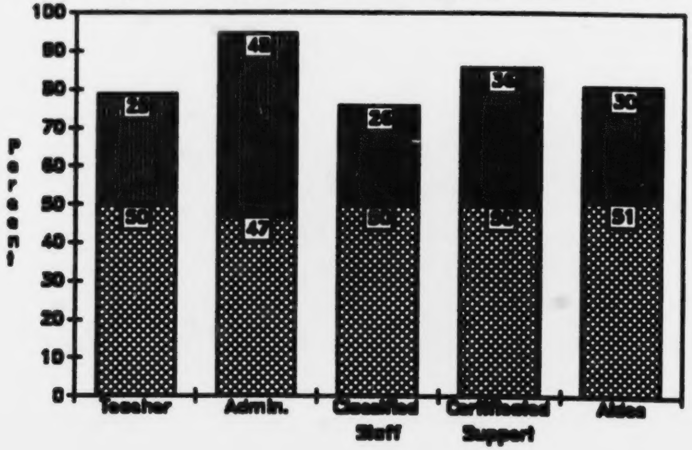


Figure 56
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Staff Questionnaires



Parent Results

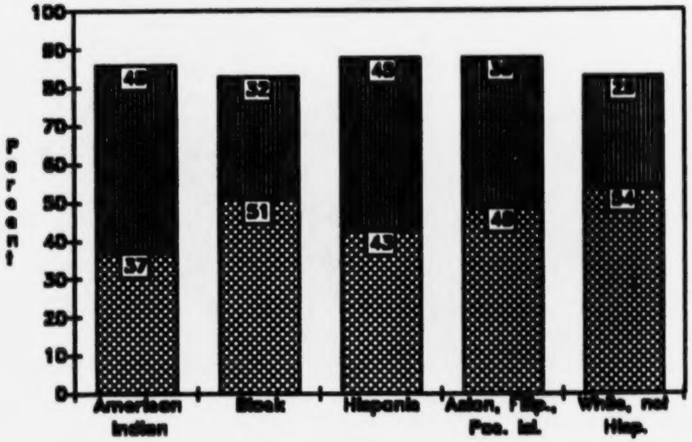
- Approximately 81% of all parent responses showed agreement with the school climate items; 10% showed disagreement and 9% reported "not enough information" (Table 5).
- Although the majority of responses for parents of secondary students showed agreement with school climate items, the percents of responses for parents of junior high (75%) and senior high (68%) school students were lower than those at the elementary (85%) level (Table 5).
- White and Black parent responses reported slightly lower ratings for school climate items than those of American Indian, Hispanic, or Asian parents (Figure 60).
- The greatest percent of responses of parents with senior high school students showed "not enough information" when compared to the responses of parents with elementary school and junior high school students (Table 5).

Student Results

- The majority of student responses (66%) showed agreement with the school climate items; 29% showed disagreement and 5% reported "not enough information" (Table 5).
- Ratings by secondary students were lower than those reported by elementary school students. Over 30% of the junior high and senior high school student responses showed disagreement with school climate items (Table 5).
- At the senior high school level, when student responses were compared across ethnic groups, a slightly lower percent of White (57%) and American Indian (56%) student responses reported agreement with school climate items than did those of Asian (60%), Hispanic (61%) or Black (60%) students (Figure 63).

SCHOOL CLIMATE
PARENTS

Figure 57
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Parent Questionnaires



▥ Strongly Agree
▩ Agree

Figure 58
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Parent Questionnaires

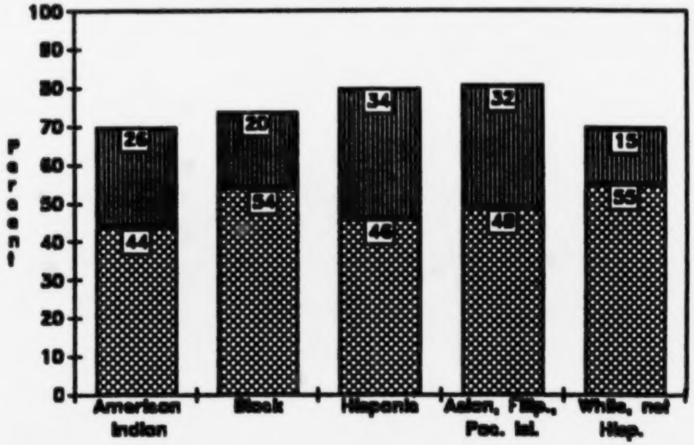


Figure 59
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Parent Questionnaires

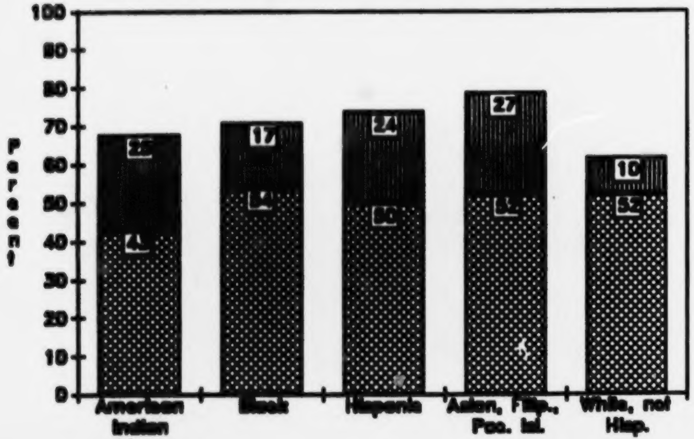
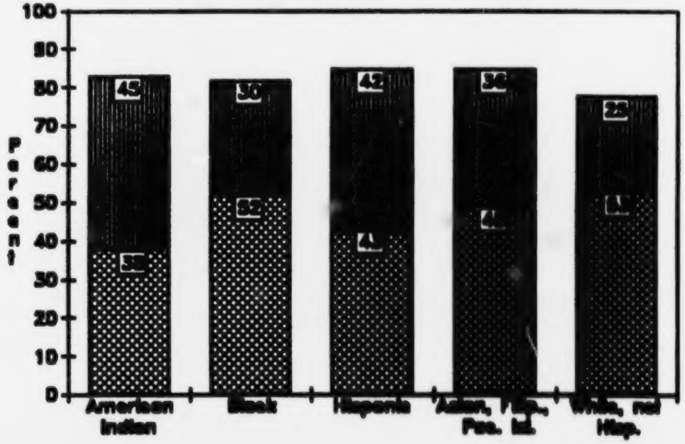
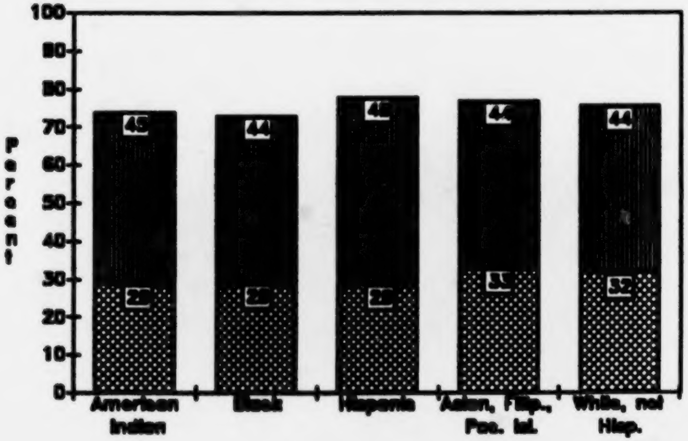


Figure 60
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Parent Questionnaires



SCHOOL CLIMATE
STUDENTS

Figure 61
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Student Questionnaires



■ Strongly Agree
▨ Agree

Figure 62
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Student Questionnaires

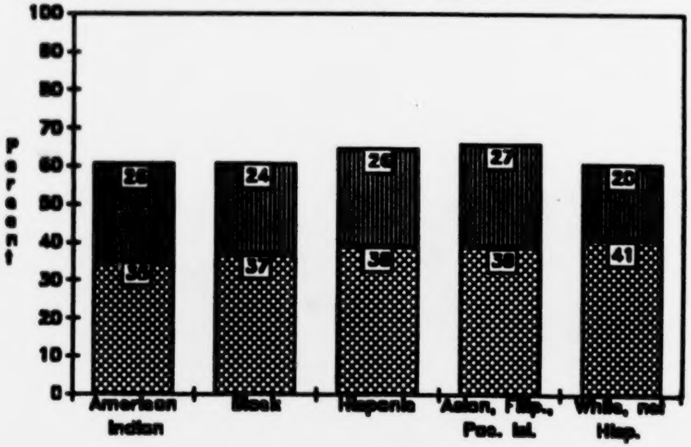


Figure 63
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Student Questionnaires

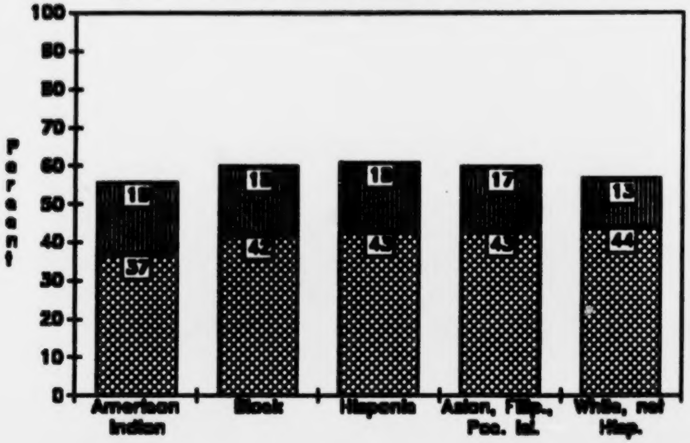
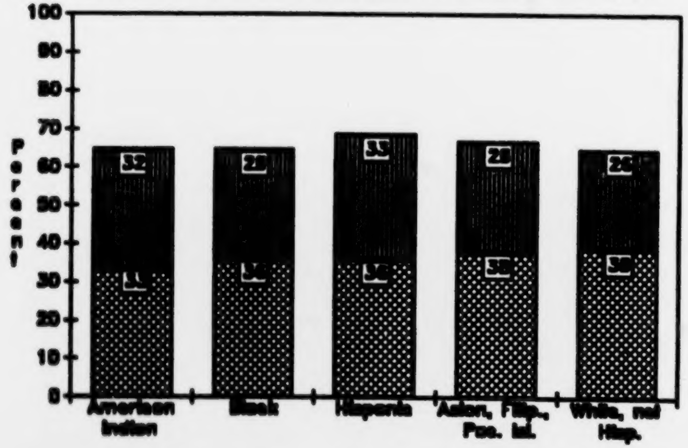


Figure 64
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL CLIMATE Items on Student Questionnaires



STAFF DEVELOPMENT

Items in this category measured the extent to which the school provides an effective professional development program for all members of the school staff.

Items from this category appeared only on staff survey forms; therefore, findings can be reported for only one respondent group. Table 6 and figures 65 through 68 summarize the percent of agreement responses for items in this category.

Staff Results

- Responses of elementary school staff reported 78% agreement on staff development items, junior high school staff reported 63% agreement and senior high school staff reported 53% agreement (Table 6).
- Districtwide, administrators gave the highest ratings to staff development items (86% of the responses showed agreement); and responses of classified school staff and aides reported the lowest (64%) agreement (Figure 68).
- Approximately 14% of the responses of the school site staff members reported "not enough information" for staff development items (Table 6). The majority of these responses were evenly distributed among classified staff, aides, and teachers, thus lowering the percent of agreement for these job classifications.

Table 6

Percent of Responses to Database Management Information Questionnaires
Completed by Selected Groups of Respondents
Fall 1986

CATEGORY: STAFF DEVELOPMENT

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	27%	51%	8%	2%	13%
Junior High School	791	13	50	14	5	17
Senior High School	727	10	43	22	12	14
TOTAL STAFF	4,113	21	49	12	4	14

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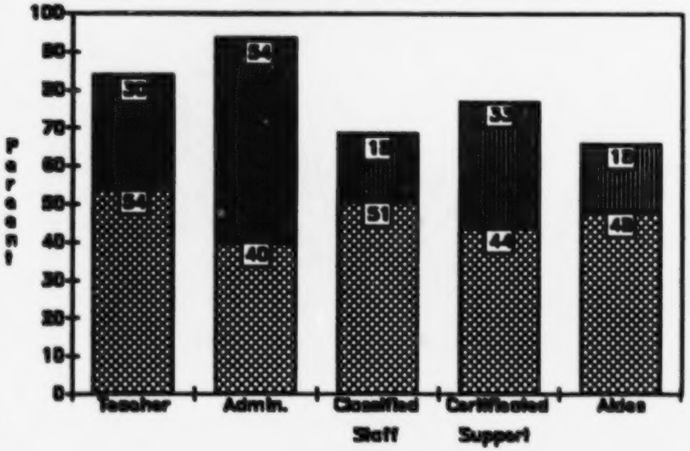
*Percents may not total 100% because of rounding.

STAFF DEVELOPMENT

STAFF

Figure 65
ELEMENTARY
Percent of Responses "Strongly Agree" and
"Agree" to STAFF DEVELOPMENT Items on Staff Questionnaires



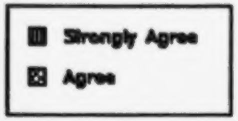


Figure 66
JUNIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to STAFF DEVELOPMENT Items on Staff Questionnaires

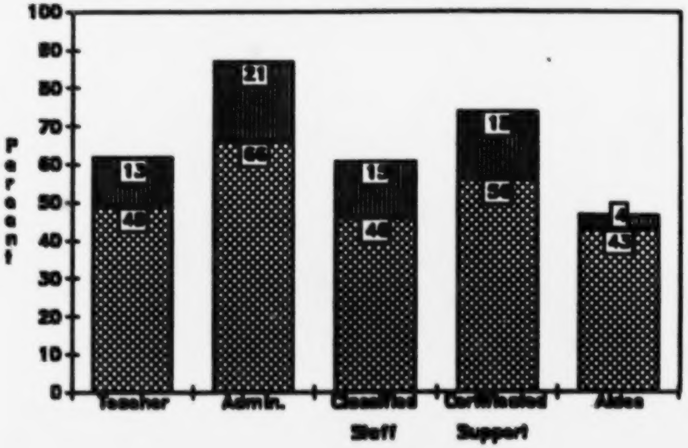


Figure 67
SENIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to STAFF DEVELOPMENT Items on Staff Questionnaires

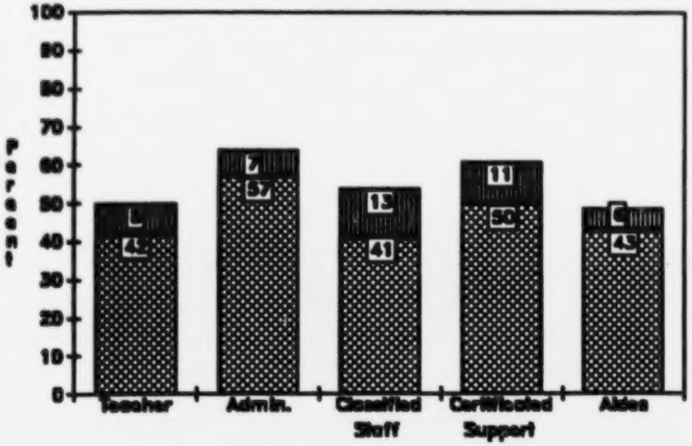
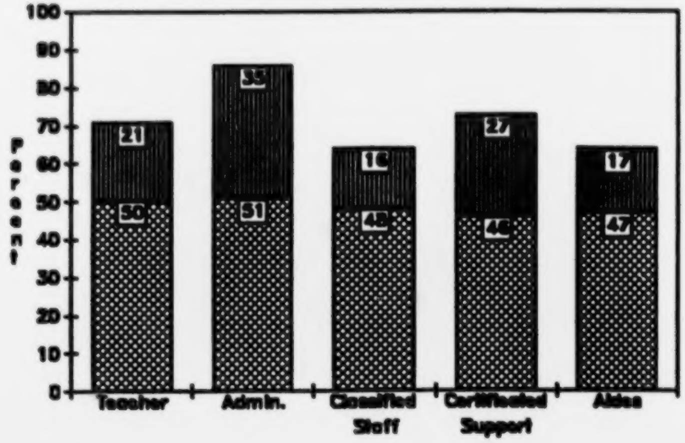


Figure 68
DISTRICT
Percent of Responses "Strongly Agree" and
"Agree" to STAFF DEVELOPMENT Items on Staff Questionnaires



SCHOOL/PARENT/COMMUNITY INTERACTION

Items in this category measured the extent to which parents and other community members participate in the education of students. Table 7 and Figures 69-80 summarize the percents of responses in agreement with items in this category for staff, parents, and students.

Staff Results

- Approximately 74% of school staff responses districtwide showed agreement with the school/parent/community interaction items, 16% disagreed, and 10% reported "not enough information" (Table 7).
- When compared across grade levels districtwide, elementary staff responses reported more agreement (80%) with school/parent/community interaction items than did those of junior high (57%) or senior high (68%) school staffs (Table 7).
- Junior high school teacher responses reported the least agreement (57%) with school/parent/community interaction items when compared to those of teachers at other levels (Figures 69-71).
- Administrator responses at all levels showed the strongest agreement (84%) with school/parent/community interaction items when compared to those of school site staff in other positions (Figures 69-72).

Table 7

Percent of Responses to Database Management Information Questionnaires Completed by Selected Groups of Respondents Fall 1986

CATEGORY: SCHOOL/PARENT/COMMUNITY INTERACTION

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	33%	47%	9%	2%	9%
Junior High School	791	14	43	22	7	13
Senior High School	727	17	51	17	5	10
TOTAL STAFF	4,113	27	47	13	3	10
PARENTS						
Elementary School	24,337	40%	48%	6%	1%	5%
Junior High School	3,888	25	50	13	4	8
Senior High School	2,864	20	53	14	5	8
TOTAL PARENTS	31,089	36	49	8	2	5
STUDENTS						
Elementary School	13,143	55%	29%	8%	4%	4%
Junior High School	11,935	28	34	22	13	4
Senior High School	11,241	15	35	29	16	5
TOTAL STUDENTS	36,319	34	33	19	11	4

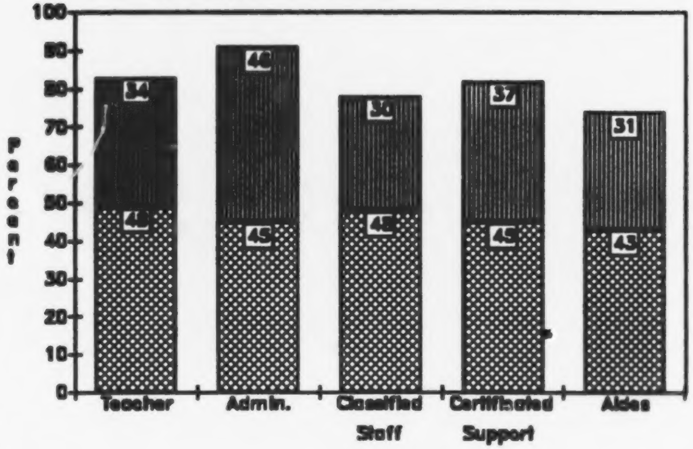
---

*Percents may not total 100% because of rounding.

SCHOOL/PARENT/COMMUNITY

STAFF

Figure 69
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
SCHOOL/PARENT/COMMUNITY Items on Staff Questionnaires



▥ Strongly Agree
▩ Agree

Figure 70
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
SCHOOL/PARENT/COMMUNITY Items on Staff Questionnaires

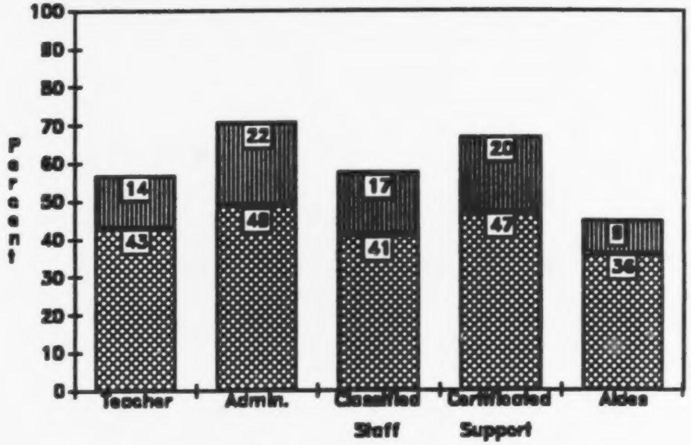


Figure 71
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
SCHOOL/PARENT/COMMUNITY Items on Staff Questionnaires

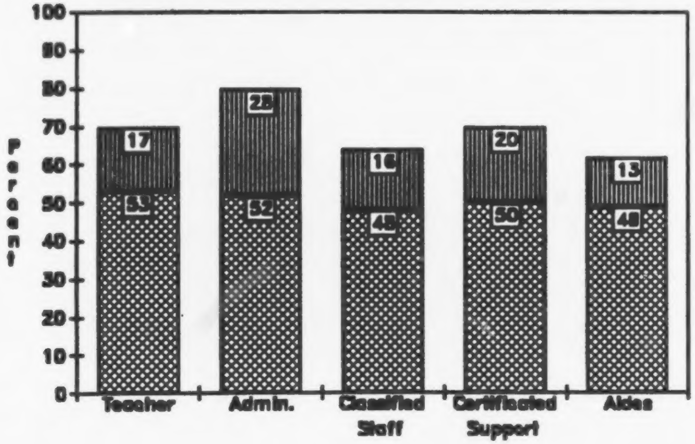
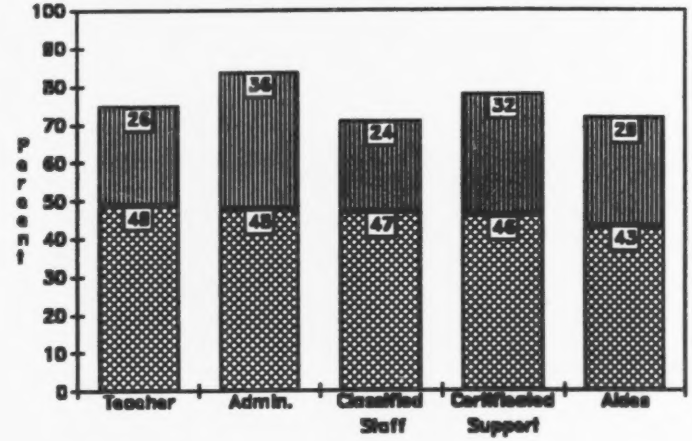


Figure 72
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
SCHOOL/PARENT/COMMUNITY Items on Staff Questionnaires



SCHOOL/PARENT/COMMUNITY INTERACTION

Parent Results

- 85% of all parent responses showed agreement with school/parent/community interaction items, 10% showed disagreement, and 5% reported "not enough information (Table 7).
- Although this category received high ratings for schools at all levels, the percent of parent responses showing agreement was highest (88%) at the elementary school level (Table 7).
- Agreement was particularly high (88%) for responses of parents who are new (0-2 years) to the district (Table 15 on Page 59).
- Responses of parents representing all ethnic groups except white reported equal agreement on items related to school/parent/community interaction. However, the responses of American Indian and Hispanic parents showed greater percents of responses in the "strongly agree" category (Figure 76).

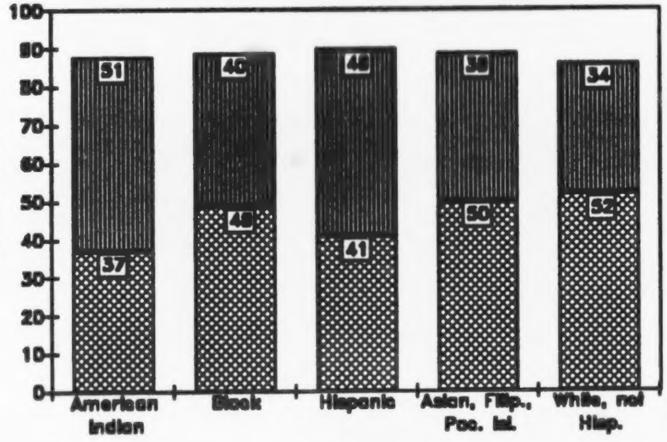
Student Results

- The majority of responses of elementary students showed strong agreement with school/parent/community interaction items for their schools (Table 7).
- Although responses in this category were comparable across ethnic groups for students, Asians and Whites reported somewhat less agreement (Figure 80).
- Secondary student responses reported lower ratings for school/parent/community interaction items than did those of students at the elementary level (Figures 77-79).

SCHOOL/PARENT/COMMUNITY

PARENTS

Figure 73
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Parent Questionnaires



▥ Strongly Agree

▩ Agree

Figure 74
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Parent Questionnaires

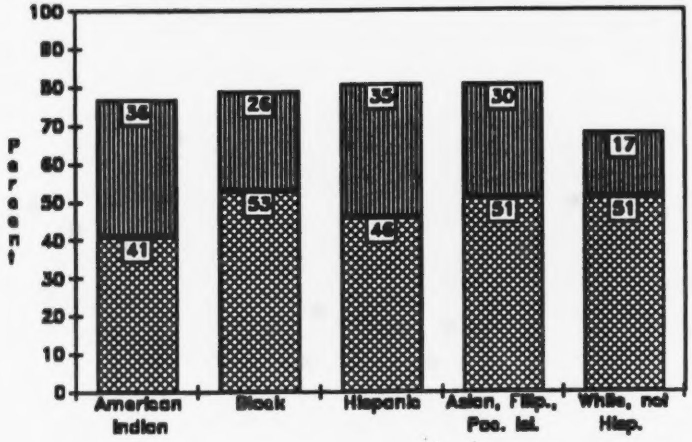


Figure 75
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Parent Questionnaires

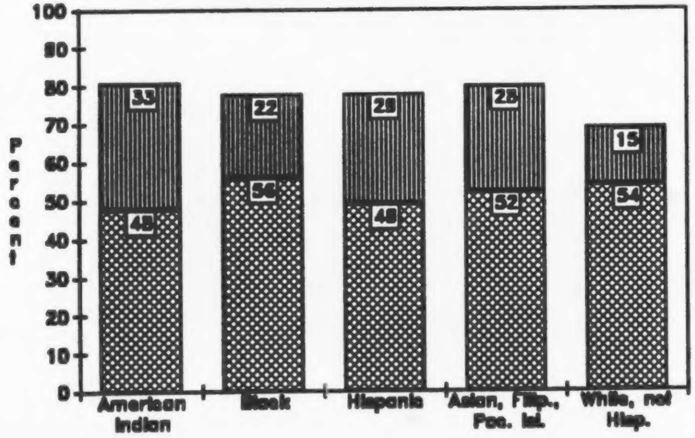
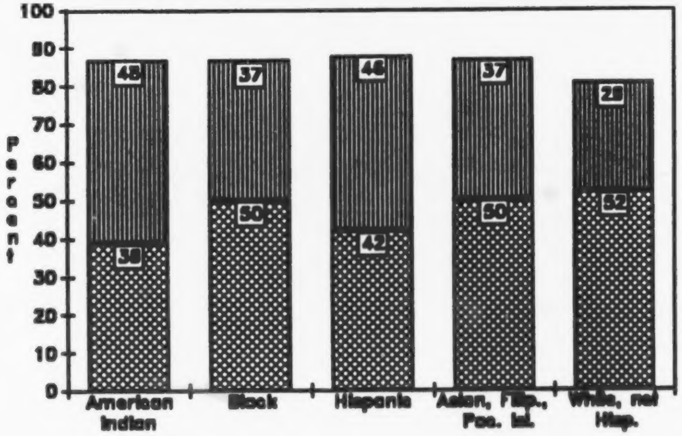
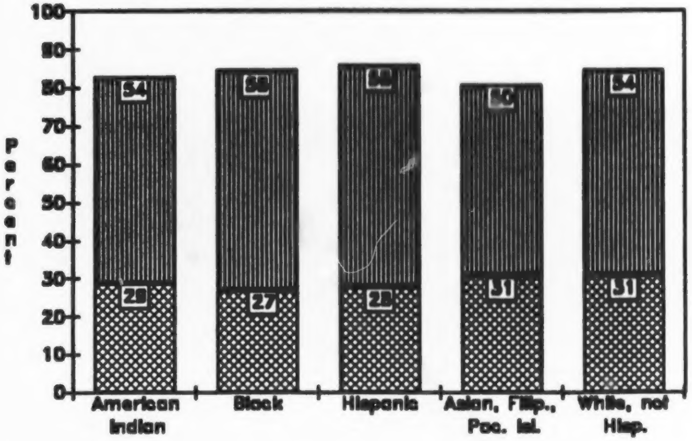


Figure 76
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Parent Questionnaires



SCHOOL/PARENT/COMMUNITY
STUDENTS

Figure 77
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Student Questionnaires



▥ Strongly Agree
▩ Agree

Figure 78
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Student Questionnaires

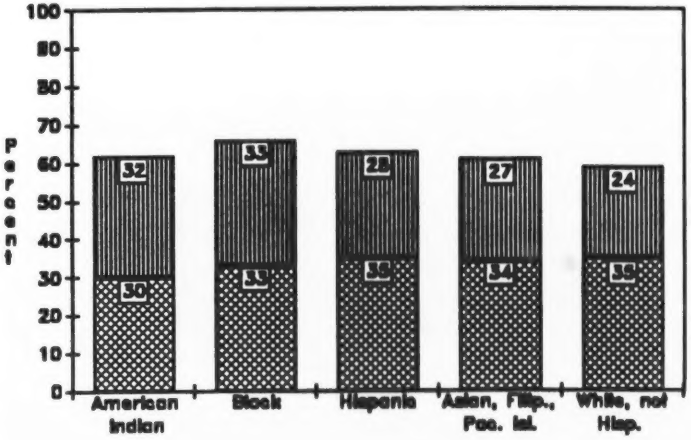


Figure 79
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Student Questionnaires

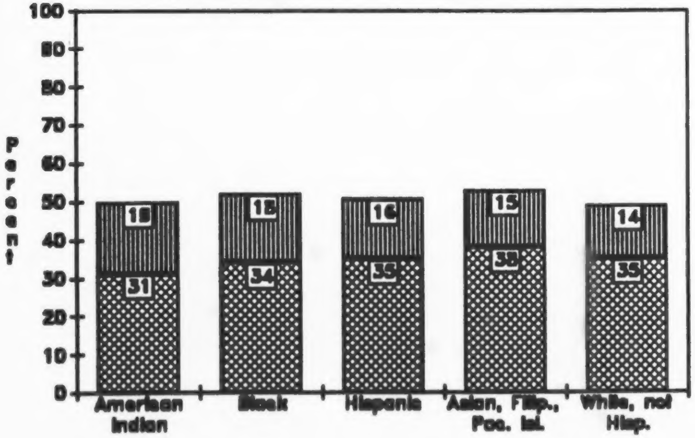
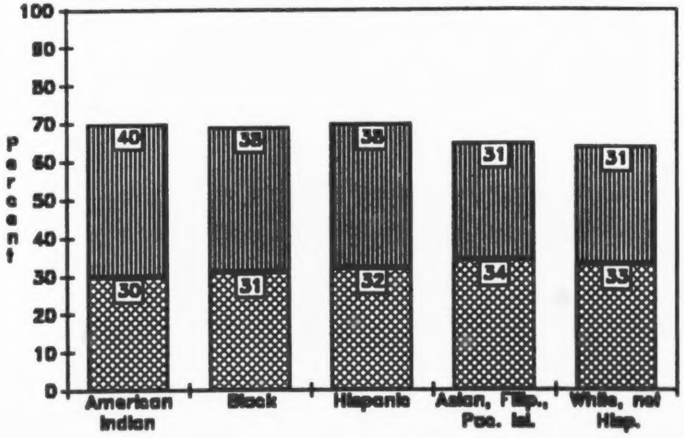


Figure 80
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to SCHOOL/PARENT/COMMUNITY Items on Student Questionnaires



PLANNING/IMPLEMENTING/EVALUATING THE PROGRAM

Items in this category measured the extent to which the school uses systematic processes to determine the effectiveness of its programs and practices and guide improvement efforts. Further, these items assess the degree to which parents and staff are aware of improvement processes. Table 8 and Figures 81-92 summarize the percents of staff, parent, and student responses in agreement with items in this category.

Staff Results

- Approximately 68% of all staff responses showed agreement with the planning and evaluation items, 15% showed disagreement, and 17% reported "not enough information" (Table 8).
- When compared across levels, elementary school staff responses showed a larger percent of agreement (74%) than did those of junior (56%) or senior high (60%) school staffs (Table 8).
- Seventy-one percent of the teacher responses showed agreement with the planning/implementing/evaluating items. As might be expected, administrator responses showed even higher ratings, reporting 81% agreement (Figure 84).

Table 8

Percent of Responses to Database Management Information Questionnaires Completed by Selected Groups of Respondents
Fall 1986

CATEGORY: PLANNING/IMPLEMENTING/EVALUATING THE PROGRAM

Group/Level	Number of Respondents	Percent* of Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
STAFF						
Elementary School	2,595	25%	49%	9%	1%	16%
Junior High School	791	11	45	18	6	20
Senior High School	727	9	51	17	4	19
TOTAL STAFF	4,113	19	49	12	3	17
PARENTS						
Elementary School	24,337	23%	46%	8%	2%	21
Junior High School	3,888	17	44	13	4	21
Senior High School	2,864	12	40	11	4	32
TOTAL PARENTS	31,089	21	45	9	3	22
STUDENTS						
Elementary School	13,143	35%	36%	12%	8%	9%
Junior High School	11,935	17	38	21	16	9
Senior High School	11,241	16	42	23	13	6
TOTAL STUDENTS	36,319	21	39	20	13	8

---

*Percents may not total 100% because of rounding.

PLANNING/EVALUATING
STAFF

Figure B1
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Staff Questionnaires

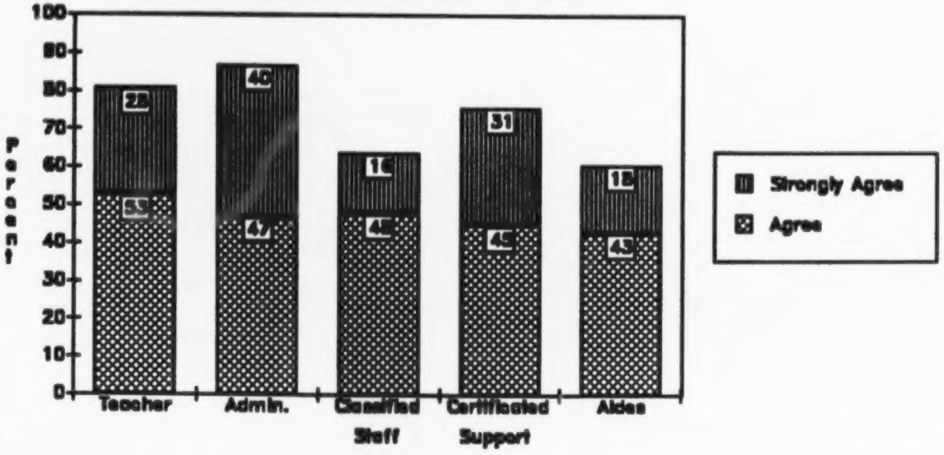


Figure B2
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Staff Questionnaires

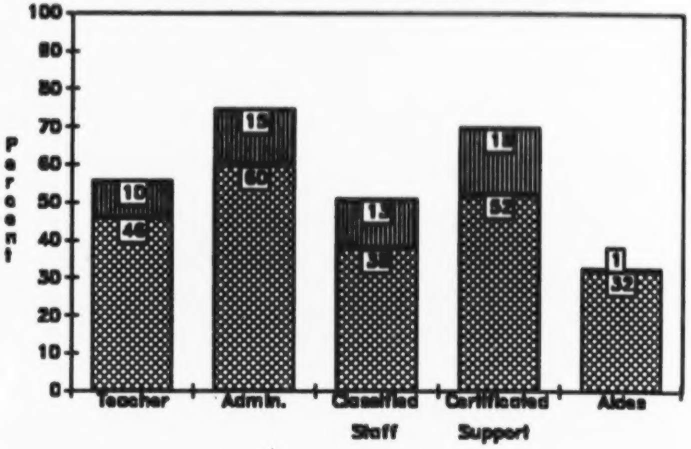


Figure B3
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Staff Questionnaires

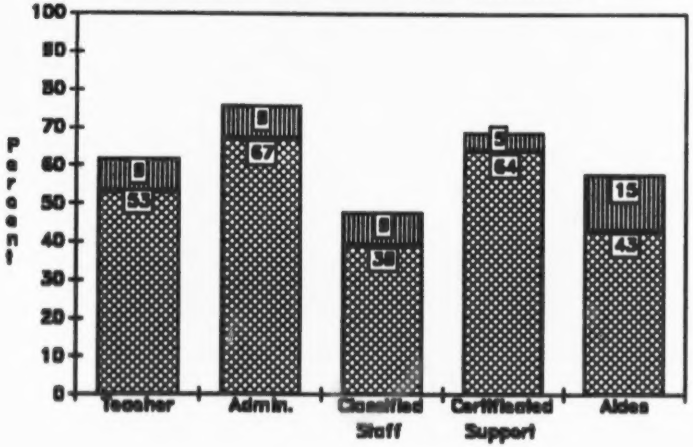
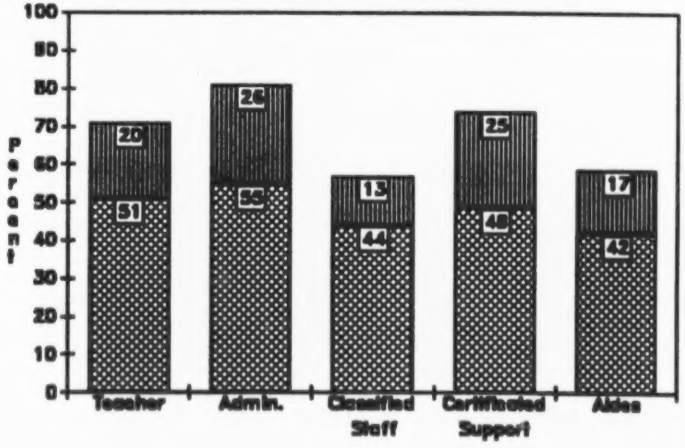


Figure B4
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Staff Questionnaires



PLANNING/IMPLEMENTING/EVALUATING THE PROGRAM

Parent Results

- Approximately 66% of the parent responses showed agreement with the planning/implementing/evaluating items, 12% disagreed, and 22% reported "not enough information" (Table 8).

- Lower ratings in this category can be attributed, in part, to the specific nature of the items. The data suggest that parents of elementary school children are more aware of school improvement processes than are parents of secondary students (Figures 85 through 87).

- When compared across ethnic groups, the highest percent of responses in agreement with planning/implementing/evaluating items were reported by Asian, American Indian, and Hispanic parents (Figure 88)

- Responses for White parents showed the lowest percents of agreement with planning and evaluating when compared to percents reported by other ethnic groups (Figures 85 through 88).

Student Results

- Approximately 60% of the student responses showed agreement with items on planning/implementing/evaluating, 33% showed disagreement and 8% reported "not enough information" (Table 8).

- The percent of agreement responses was highest among elementary schoolstudents (71%) when compared to those of junior high (55%) and senior high (58%) school students (Table 8).

- When compared across ethnic groups, responses showed slightly lower ratings for White students (Figure 92).

PLANNING/EVALUATING

PARENTS

Figure 55
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
PLANNING/EVALUATING Items on Parent Questionnaires

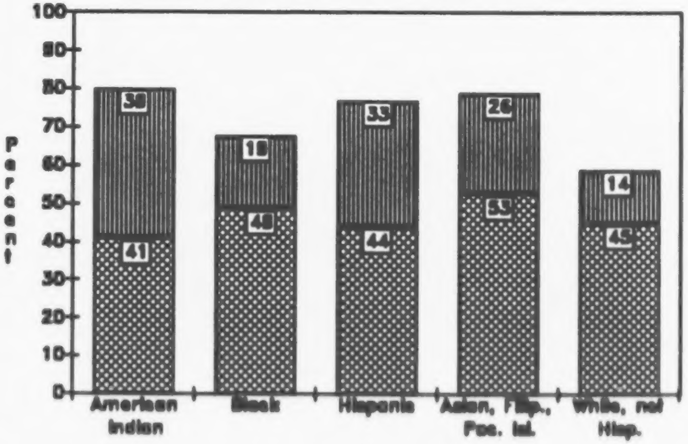
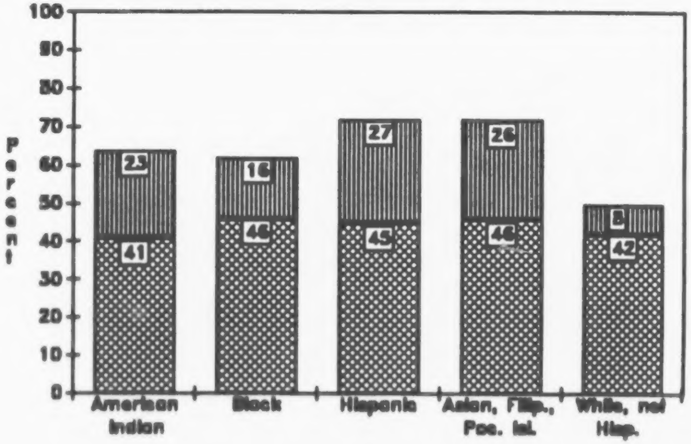


Figure 56
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
PLANNING/EVALUATING Items on Parent Questionnaires



▥ Strongly Agree

▩ Agree

Figure 57
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
PLANNING/EVALUATING Items on Parent Questionnaires

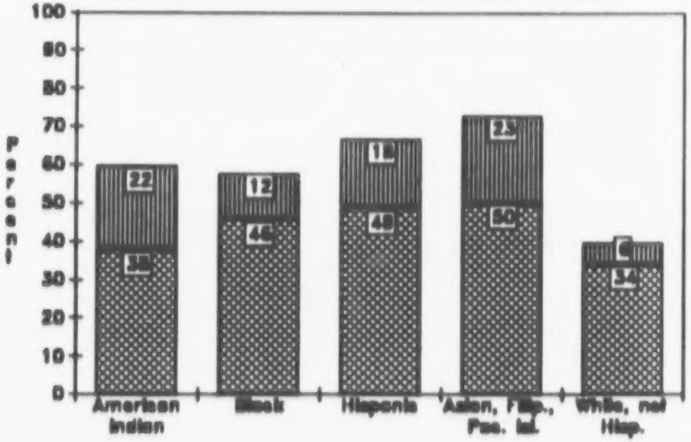
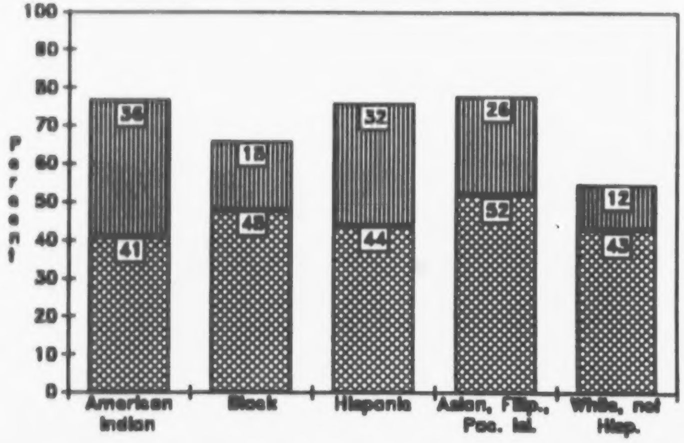


Figure 58
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
PLANNING/EVALUATING Items on Parent Questionnaires



PLANNING/EVALUATING
STUDENTS

Figure 59
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Student Questionnaires

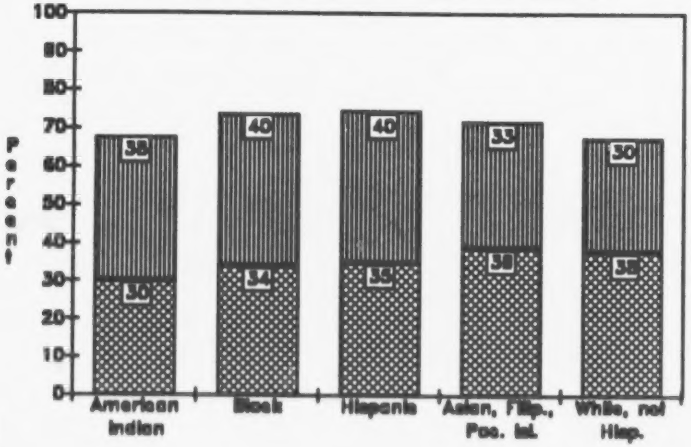
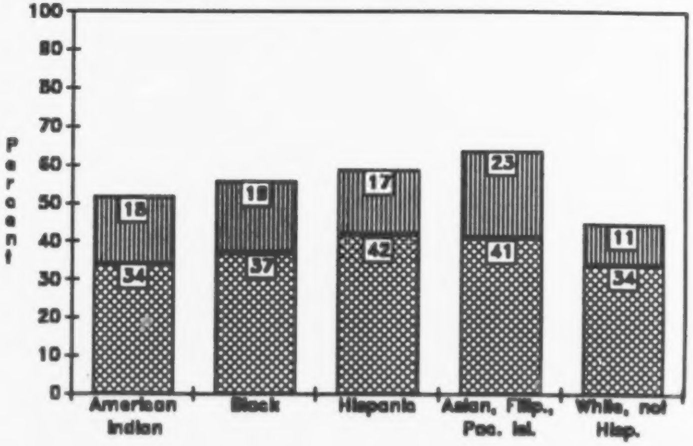


Figure 60
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Student Questionnaires



▥ Strongly Agree
▨ Agree

Figure 61
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Student Questionnaires

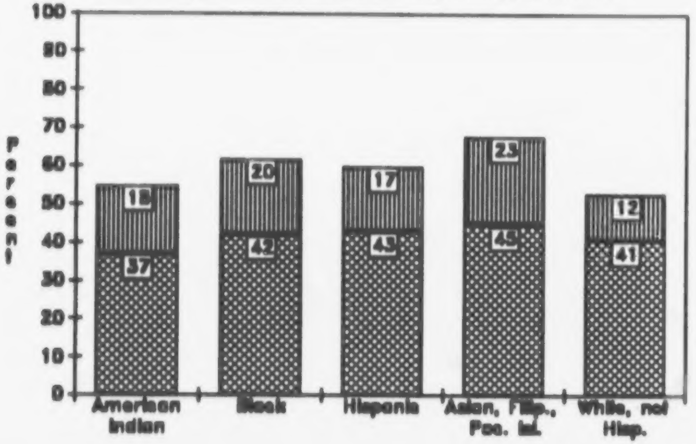
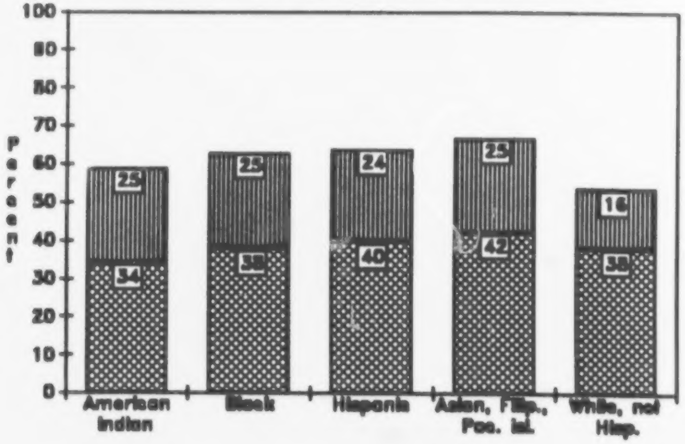


Figure 62
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to PLANNING/EVALUATING Items on Student Questionnaires



SUMMARY OF SCHOOL EFFECTIVENESS RESULTS

Overall, the results for the school effectiveness portion of the database survey were very positive. The majority of responses for parents, staff, and students showed agreement with items in all eight categories of school effectiveness. Further, the results suggest that there is considerable agreement districtwide among parents, staff, and students as to the quality of Leadership, Instructional Practices, and Special Needs Support for Students. When compared to parent and staff responses, student responses showed less agreement with items dealing with Curriculum, School Climate, and School/Parent/Community Interaction. Those items related to Planning/Implementing/Evaluating the Program received lower ratings from all respondent groups. Table 9 summarizes these findings.

Table 9

Percent of Responses to
Database Management Information Surveys
Completed by Selected Groups of Respondents
Fall 1986

DISTRICT TOTAL

Category of Items	Percent of Responses* Chosen by:								
	TOTAL STAFF/a (N = 4,113)			PARENTS (N = 31,089)			STUDENTS (N = 36,319)		
	Agree	Disagree	Not Enough Infor-mation	Agree	Disagree	Not Enough Infor-mation	Agree	Disagree	Not Enough Infor-mation
Leadership	84%	12%	4%	87%	6%	7%	77%	18%	5%
Instructional Practices	83%	10%	8%	85%	10%	6%	73%	23%	4%
Curriculum	71%	12%	17%	76%	11%	13%	66%	29%	5%
Special Needs Students	75%	16%	10%	73%	10%	17%	74%	19%	6%
School Climate	80%	16%	5%	82%	10%	9%	66%	29%	5%
Staff Development	70%	16%	14%	Not Applicable			Not Applicable		
School/Parent/Community Interaction	74%	16%	10%	85%	10%	5%	66%	29%	4%
Planning/Implementing/Evaluating the Program	68%	15%	17%	66%	11%	22%	60%	32%	8%

a/Total Staff includes all responding teachers, administrators, classified staff, certificated support staff, and aides.

---

*Percents may not total 100% due to rounding.

As presented in Table 10, administrator ratings were consistently higher than those of other school site staff in all school effectiveness categories. Greater percents of "not enough information" responses were reported by classified staff and aides on items related to Instructional Practices, Curriculum, Staff Development, School/Parent/Community Interaction, and Planning/Implementing/Evaluating the Program than were reported by certificated staff.

Table 10

Percent of Responses to
Database Management Information Surveys Completed by School Staff Members
Fall 1986

DISTRICT TOTAL

Category of Items	Percent of Responses* Chosen by:														
	Teachers (N : 2,198)			Administrators (N : 117)			Certificated Support (N : 389)			Classified Staff (N : 581)			Aides (N : 572)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	83%	15%	2%	93%	6%	1%	87%	11%	2%	81%	11%	9%	82%	7%	11%
Instructional Practices	85%	10%	4%	91%	8%	1%	85%	9%	6%	70%	9%	21%	82%	7%	10%
Curriculum	75%	13%	12%	83%	13%	4%	71%	10%	19%	58%	7%	35%	68%	10%	22%
Special Needs Students	74%	20%	6%	90%	9%	2%	83%	11%	6%	69%	8%	22%	73%	11%	15%
School Climate	78%	19%	2%	95%	4%	1%	86%	10%	4%	76%	14%	10%	80%	9%	11%
Staff Development	72%	22%	7%	86%	10%	3%	74%	11%	15%	64%	6%	29%	64%	6%	30%
School/Parent/Community Interaction	75%	20%	5%	84%	14%	2%	77%	13%	10%	71%	10%	19%	72%	10%	19%
Planning/Implementing/Evaluating the Program	71%	19%	10%	81%	13%	6%	74%	10%	16%	57%	11%	32%	59%	8%	33%

Note: The number of respondents shown on this table does not total 4,113 (see Table 9) because 256 staff members did not identify their position on the survey.

---

*Percents may not total 100% due to rounding.

Analysis of responses chosen by students and parents representative of various ethnic groups showed considerable agreement on all dimensions of school effectiveness. Tables 11 and 12 summarize these findings.

Table 11

Percent of Responses to
Database Management Information Surveys
Completed by Students of Various Ethnic Groups
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by Students of the Ethnic Group Indicated:														
	American Indian (N = 2,201)			Black (N = 6,075)			Hispanic (N = 7,218)			Asian, Filipino, Pacific Islander (N = 6,624)			White (N = 12,779)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	76%	19%	5%	77%	18%	5%	78%	16%	6%	78%	16%	5%	77%	18%	5%
Instructional Practices	73%	22%	4%	73%	23%	4%	76%	20%	4%	75%	21%	4%	71%	25%	3%
Curriculum	67%	27%	6%	66%	29%	5%	69%	25%	5%	67%	27%	6%	64%	31%	5%
Special Needs Students	73%	21%	6%	75%	19%	6%	78%	17%	5%	77%	18%	5%	72%	20%	8%
School Climate	65%	29%	6%	65%	30%	5%	69%	25%	6%	67%	27%	6%	65%	30%	5%
School/Parent Community Interaction	70%	26%	4%	69%	27%	4%	69%	27%	4%	65%	29%	6%	64%	32%	4%
Planning/Implementing/Evaluating the Program	58%	34%	8%	63%	31%	6%	64%	28%	8%	68%	25%	8%	54%	38%	8%

Note: The number of respondents shown on this table does not total 36,319 (see Table 9) because 1,422 students did not identify their ethnic group.

---

*Percents may not total 100% due to rounding.

Table 12

Percent of Responses to
Database Management Information Surveys
Completed by Parents of Various Ethnic Groups
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by Parents of the Ethnic Group Indicated:														
	American Indian (N = 948)			Black (N = 4,534)			Hispanic (N = 6,635)			Asian, Filipino, Pacific Islander (N = 5,387)			White (N = 11,816)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	89%	6%	5%	88%	6%	6%	89%	5%	6%	90%	6%	4%	85%	7%	8%
Instructional Practices	85%	10%	4%	83%	10%	6%	89%	6%	5%	88%	8%	4%	81%	13%	6%
Curriculum	80%	11%	9%	75%	11%	14%	81%	7%	11%	83%	10%	8%	71%	13%	16%
Special Needs Students	79%	9%	12%	73%	10%	17%	80%	7%	13%	84%	8%	8%	63%	12%	25%
School Climate	83%	11%	6%	81%	9%	9%	86%	8%	7%	85%	9%	6%	78%	12%	10%
School/Parent Community Interaction	86%	10%	4%	87%	8%	5%	89%	7%	5%	87%	9%	5%	82%	12%	6%
Planning/Implementing/Evaluating the Program	77%	9%	14%	67%	10%	23%	76%	8%	16%	78%	10%	12%	55%	14%	31%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,769 parents did not identify their ethnic group.

---

*Percents may not total 100% due to rounding.

There are no major differences among the responses of students--as well as their parents--attending neighborhood schools and the responses of those two groups in non-neighborhood schools (Tables 13 and 14).

Table 13

Percent of Responses to Database Management Information Surveys Completed by Students Attending Neighborhood and Non-Neighborhood Schools Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by Students Attending:					
	Neighborhood Schools (N = 21,576)			Non-Neighborhood Schools (N = 12,788)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	78%	18%	5%	78%	17%	5%
Instructional Practices	73%	24%	4%	75%	21%	4%
Curriculum	66%	29%	5%	68%	27%	6%
Special Needs Students	75%	19%	6%	75%	19%	6%
School Climate	66%	29%	5%	67%	27%	6%
School/Parent/Community Interaction	67%	29%	4%	67%	29%	5%
Planning/Implementing/Evaluating the Program	59%	34%	8%	63%	29%	8%

Note: The number of respondents shown on this table does not total 36,319 (see Table 9) because 1,955 students did not indicate neighborhood or non-neighborhood school.

---

*Percents may not total 100% due to rounding.

Table 14

Percent of Responses to Database Management Information Surveys Completed by Parents of Students Attending Neighborhood and Non-Neighborhood Schools Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by:					
	Parents of Students Attending Neighborhood Schools (N = 20,744)			Parents of Students Attending Non-Neighborhood Schools (N = 8,412)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	87%	6%	6%	88%	5%	7%
Instructional Practices	84%	11%	6%	86%	8%	5%
Curriculum	75%	11%	14%	79%	10%	11%
Special Needs Students	71%	10%	19%	76%	8%	16%
School Climate	81%	10%	9%	83%	8%	8%
School/Parent/Community Interaction	85%	10%	6%	86%	9%	5%
Planning/Implementing/Evaluating the Program	64%	12%	24%	70%	9%	20%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,933 parents did not indicate neighborhood or non-neighborhood school.

---

*Percents may not total 100% due to rounding.

There appeared to be some relationship between the number of years parents had children in the Long Beach schools and the percent of agreement with school effectiveness items. Those parents with children in the Long Beach schools for 9 years or more reported a lower percent of agreement than parents of children who are new to the district (0-2 years) or have been in Long Beach schools 3-8 years (Table 15).

Table 15

Percent of Responses to
Database Management Information Surveys Completed by
Parents According to the Number of Years Their Children Have Been Enrolled in Long Beach Schools
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* of Parents According to Years Children in Long Beach Schools:														
	0-2 Years (N = 9,888)			3-5 Years (N = 8,848)			6-8 Years (N = 5,161)			9-11 Years (N = 2,910)			12 or More Years (N = 2,946)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Leadership	88%	5%	8%	88%	6%	6%	88%	7%	6%	86%	8%	7%	85%	9%	6%
Instructional Practices	87%	7%	6%	86%	9%	5%	83%	11%	5%	80%	14%	6%	78%	16%	6%
Curriculum	77%	8%	15%	78%	10%	11%	76%	12%	12%	72%	15%	13%	71%	16%	13%
Special Needs Students	74%	6%	20%	74%	10%	16%	73%	11%	16%	69%	13%	18%	65%	15%	19%
School Climate	85%	7%	9%	83%	9%	7%	81%	11%	8%	76%	14%	10%	74%	15%	11%
School/Parent/Community Interaction	88%	7%	5%	87%	9%	5%	83%	11%	6%	79%	15%	6%	79%	15%	6%
Planning/Implementing/Evaluating the Program	69%	9%	23%	69%	11%	20%	66%	13%	22%	57%	15%	27%	58%	15%	27%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,336 parents did not indicate number of years in Long Beach schools.

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*Percents may not total 100% due to rounding.

SECTION V

ANALYSIS OF DISTRICT ITEMS

FINDINGS

This section reports the findings for the district level items. Ten items were developed for staff and ten items for parents. No district items were developed for students; therefore, the findings reported are for staff and parent respondents only. Table 16 summarizes staff results by job classification. Analysis of each item follows.

1. YEAR-ROUND SCHOOL

Staff Results

Item: "I would be willing to be assigned to a year-round school."

- In general, school site staff members were split on the issue of working in a year-round school (41% agreed, 49% disagreed, 10% needed more information).
- Senior high schools had more staff respondents (56%) report that they would not be willing to be assigned to a year-round school than any other level. Junior high school staff reported 51% disagreement, and elementary school staff reported 47% disagreement.

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Year-Round Schools						
Elementary School	2,595	22%	21%	14%	33%	11%
Junior High School	791	22%	17%	13%	38%	10%
Senior High School	727	16%	18%	12%	44%	8%
TOTAL STAFF	4,113	21%	20%	13%	36%	10%

- When compared to other school site staff members, teachers and certificated support school site staff reported less agreement with working in a year-round school (Figure 96).

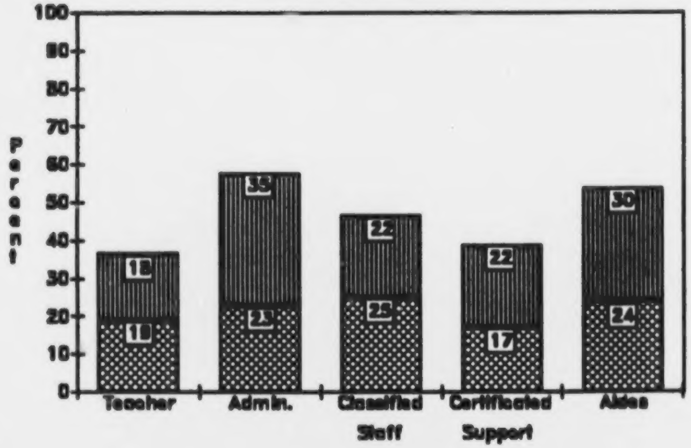
- Of the 4,113 staff who filled out surveys, approximately 240 declined to answer this item.

- Administrators (57%) and instructional aides (54%) reported the greatest percent of willingness to be assigned to year-round schools (Figure 96).

- New staff (0-3 years in Long Beach) were somewhat more willing to be assigned to year-round schools (Table 17 on page 102).

YEAR-ROUND SCHOOLS
STAFF

Figure 83
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
YEAR-ROUND SCHOOLS Item on Staff Questionnaires



▥ Strongly Agree
▨ Agree

Figure 84
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
YEAR-ROUND SCHOOLS Item on Staff Questionnaires

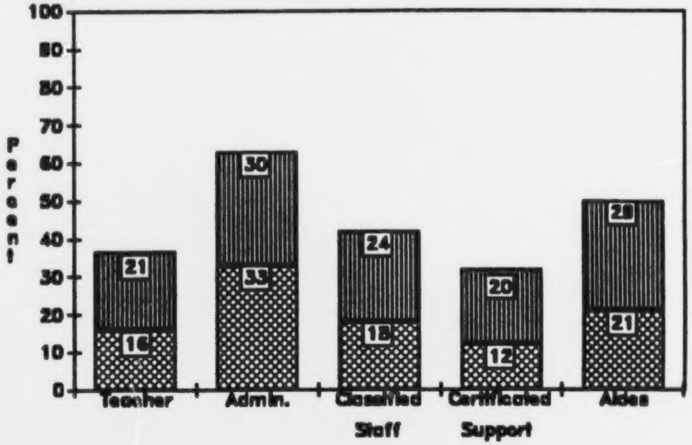


Figure 85
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
YEAR-ROUND SCHOOLS Item on Staff Questionnaires

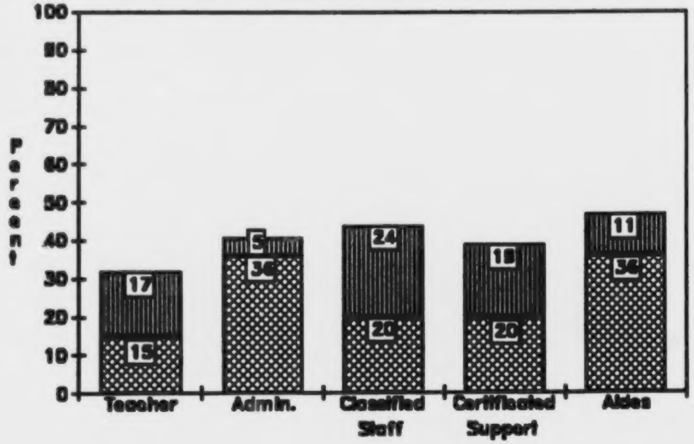
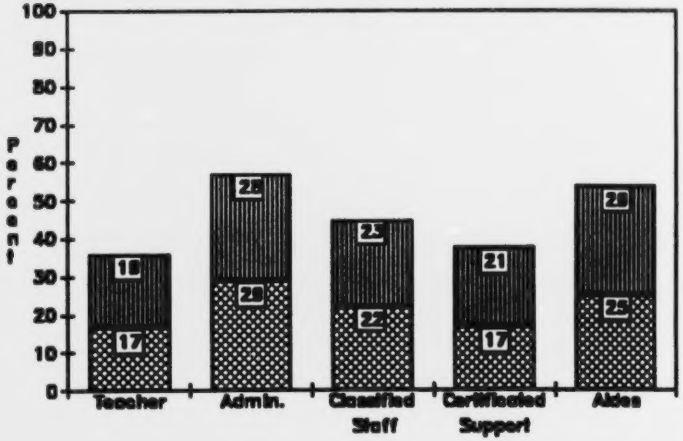


Figure 86
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
YEAR-ROUND SCHOOLS Item on Staff Questionnaires



Staff Results

Item: **"I have opportunities to be included in the decision-making that affects me and my job."**

- Sixty-three percent of all the staff respondents agreed that they have opportunities for decision-making, 34% disagreed and 3% reported "not enough information."

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Decision Making						
Elementary School	2,595	20%	48%	21%	8%	3%
Junior High School	791	16%	41%	26%	14%	3%
Senior High School	727	14%	40%	25%	17%	3%
TOTAL STAFF	4,113	18%	45%	23%	11%	3%

- Fifty-nine percent of the teachers reported opportunities to be included in decision-making that affects their job, 38% disagreed, 3% reported "not enough information" (Table 16 on page 101).
- Number of years in the district did not appear to be a factor affecting the degree to which staff members reported opportunities to be included in decision-making (Table 17 on page 102).
- When compared to other school site staff respondents, administrators at all levels reported the strongest agreement (89%) with this statement (Figures 97-100).
- 65% of all classified school site staff reported opportunities to be included in decision-making (Figure 100).

DECISION-MAKING
STAFF

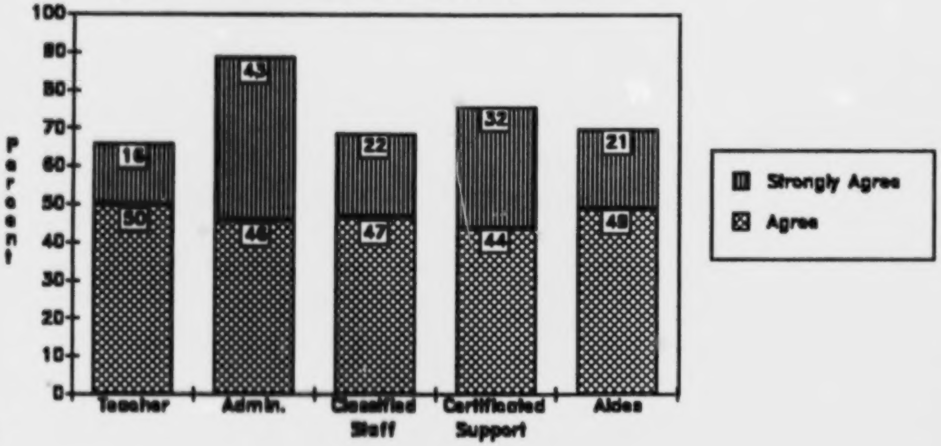


Figure 97
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to DECISION-MAKING Item on Staff Questionnaires

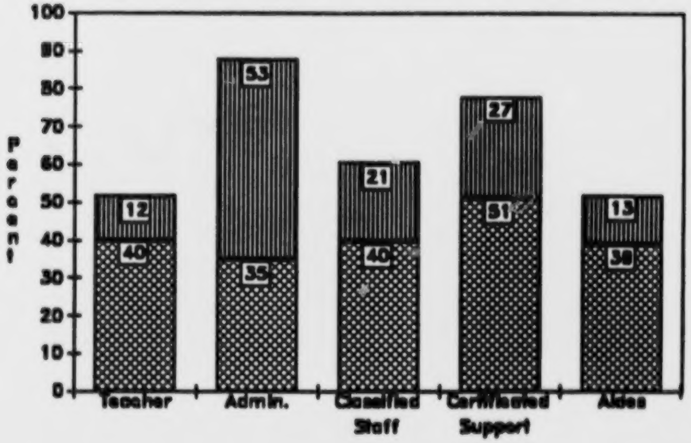


Figure 98
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DECISION-MAKING Item on Staff Questionnaires

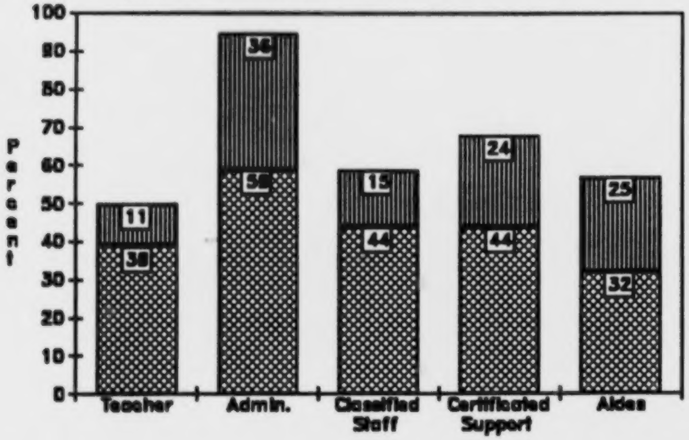


Figure 99
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DECISION-MAKING Item on Staff Questionnaires

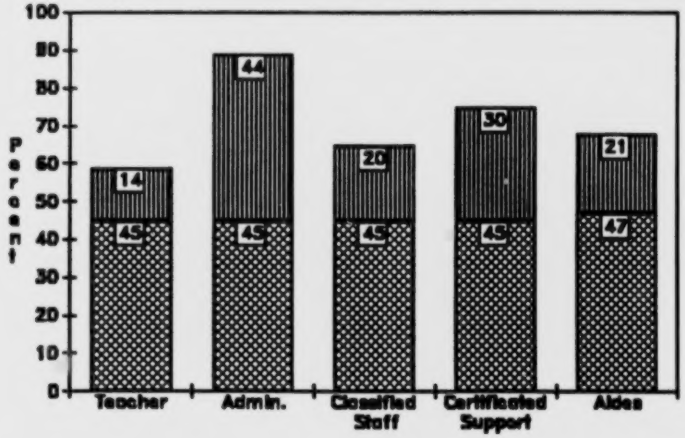


Figure 100
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to DECISION-MAKING Item on Staff Questionnaires

Staff Results

Item: **"I believe the district offers a good overall educational program."**

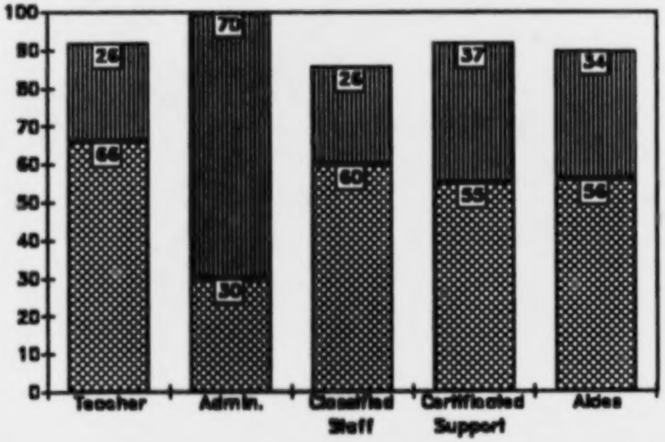
- The majority of responding district school site staff members (90%) believe that the district offers a good overall educational program.
- There were no major differences among school site staff respondents when compared across grade levels, (elementary--91% agreed, junior high--86% agreed, and senior high--88% agreed).

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Program Quality						
Elementary School	2,595	30%	61%	6%	1%	2%
Junior High School	791	23%	63%	8%	2%	3%
Senior High School	727	24%	64%	8%	2%	3%
TOTAL STAFF	4,113	28%	62%	6%	1%	3%

Figures 101-104 provide a comparative summary of the percent of agreement on program quality for each job classification by grade level and districtwide.

PROGRAM QUALITY
STAFF

Figure 101
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to PROGRAM QUALITY Item on Staff Questionnaires



▥ Strongly Agree
▨ Agree

Figure 102
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to PROGRAM QUALITY Item on Staff Questionnaires

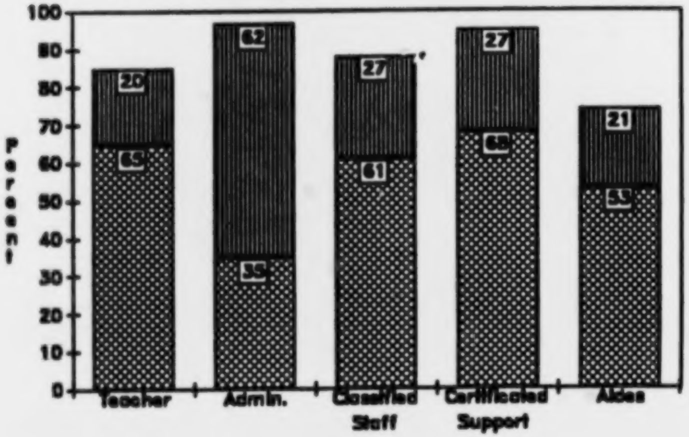


Figure 103
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to PROGRAM QUALITY Item on Staff Questionnaires

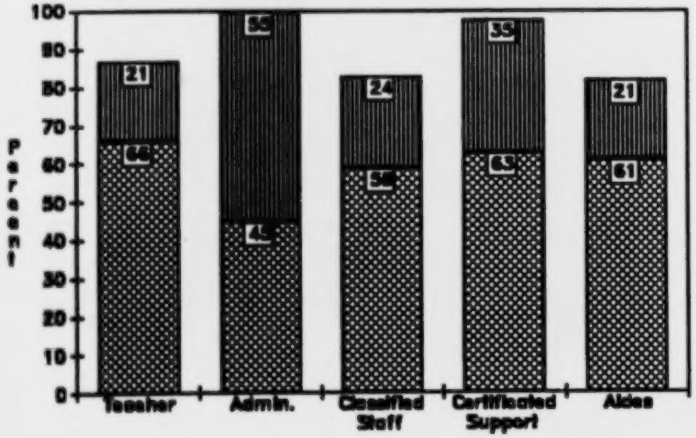
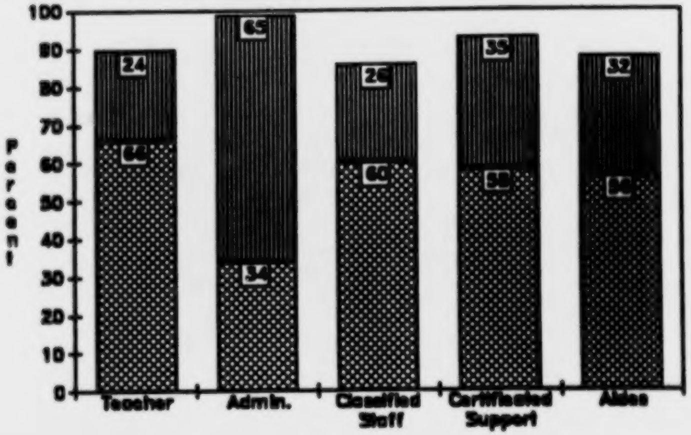


Figure 104
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to PROGRAM QUALITY Item on Staff Questionnaires



Staff Results

Item: **"There are good lines of communication in this district."**

- Although 48% of all school site staff respondents agreed there are good lines of communication in this district, 44% of the respondents disagreed, and 8% reported "not enough information."
- At the elementary school level, 51% of the school site staff surveyed agreed there are good lines of communication in the district, 40% disagreed, and 9% reported "not enough information."
- Secondary school site staff respondents showed more disagreement with the statement; 53% of the senior high school site staff and 47% of the junior high school site staff disagreed.

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Communication						
Elementary School	2,595	9%	42%	30%	10%	9%
Junior High School	791	5%	40%	33%	14%	7%
Senior High School	727	5%	37%	36%	17%	5%
TOTAL STAFF	4,113	8%	40%	32%	12%	8%

- School site administrators at all levels reported stronger agreement with this statement than did any other group of school site staff members (Figures 105-107).
- Teachers, classified school site staff, and instructional aides at the junior and senior high schools reported the least agreement that there are good lines of communication in the district (Figures 106 and 107).

COMMUNICATION
STAFF

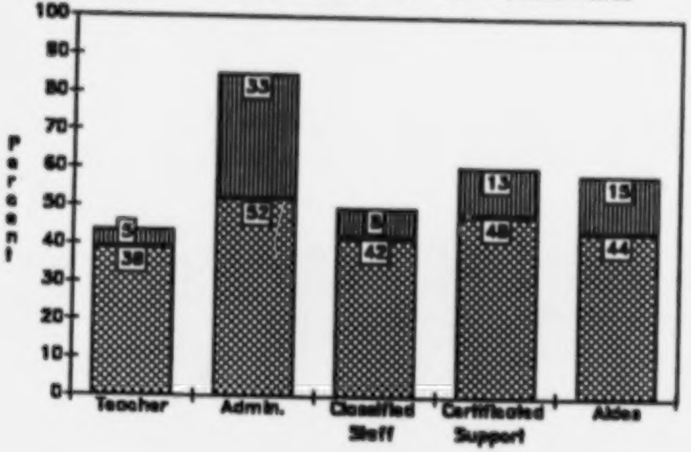


Figure 105
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Staff Questionnaires

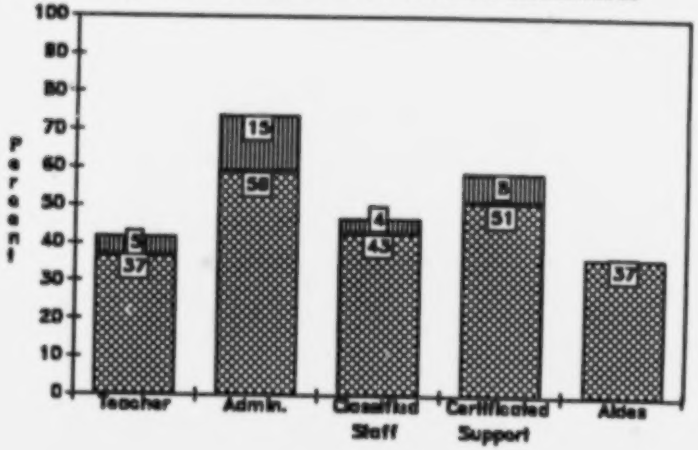


Figure 106
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Staff Questionnaires

▥ Strongly Agree
▩ Agree

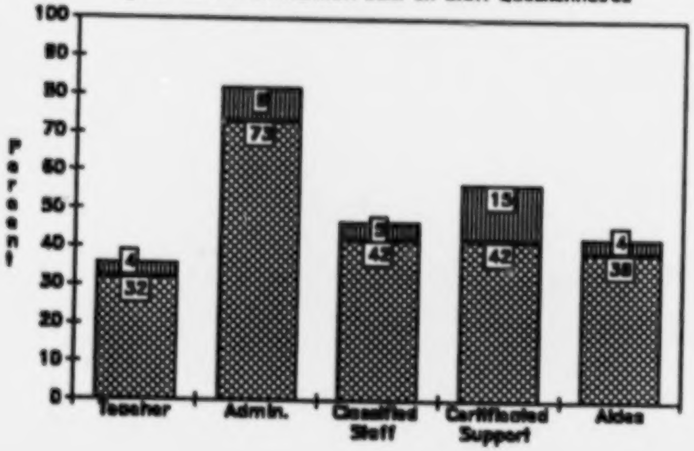


Figure 107
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Staff Questionnaires

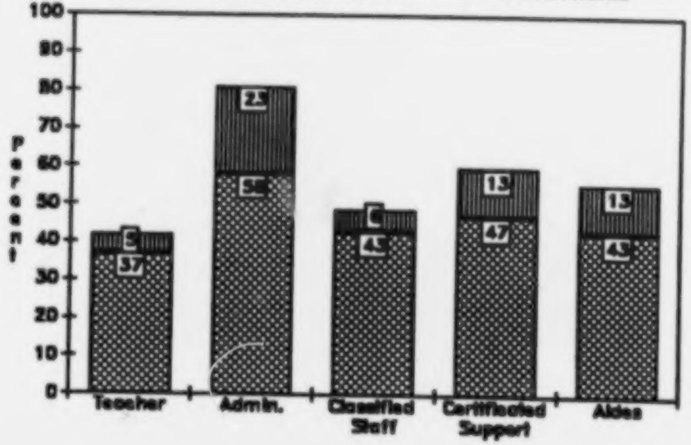


Figure 108
DISTICT
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Staff Questionnaires

Staff Results

Item: **"The Long Beach Unified School District clearly communicates its philosophy, goals, and policies to staff and community."**

- Seventy-one percent of those school site staff responding to the survey agreed that the Long Beach Unified School District clearly communicates its philosophy, goals, and policies; 23% disagreed; and 6% reported "not enough information."

- Fifty-six percent of those responses were in the "agree" category, and only 15% "strongly agreed."

- Elementary school site staff reported 74% agreement, 20% disagreement; junior high school site staff reported 69% agreement, 25% disagreement. Staff at the senior high schools reported 63% agreement and 31% disagreement. Approximately 6% of each school site staff group reported "not enough information."

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Clarity of Purpose						
Elementary School	2,595	17%	57%	16%	4%	6%
Junior High School	791	12%	57%	18%	7%	7%
Senior High School	727	10%	53%	23%	8%	5%
TOTAL STAFF	4,113	15%	56%	18%	5%	6%

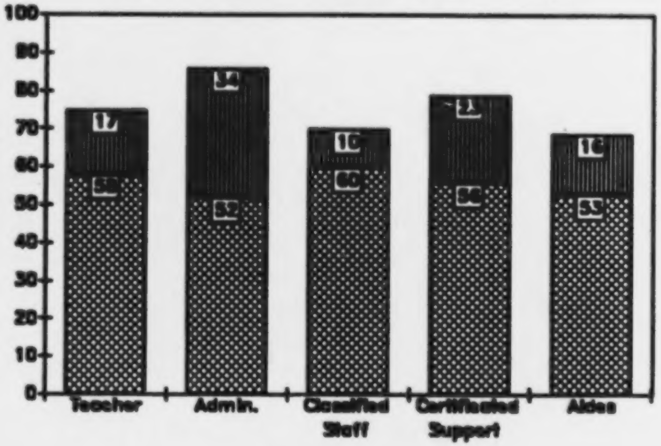
- When compared to other work classifications, responding school site administrators at all levels reported the strongest degree of agreement as to the clarity of purpose (Figures 109-111).

- Teachers (71%) and certificated school site support staff (77%) reported slightly more agreement with the statement than did classified staff (67%) or instructional aides (68%) (Figure 112).

- Twenty percent of the aides reported "not enough information" regarding communication of district goals and policies (Table 16 on page 101).

CLARITY OF PURPOSE
STAFF

Figure 109
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
CLARITY OF PURPOSE Item on Staff Questionnaires



▥ Strongly Agree

▨ Agree

Figure 110
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
CLARITY OF PURPOSE Item on Staff Questionnaires

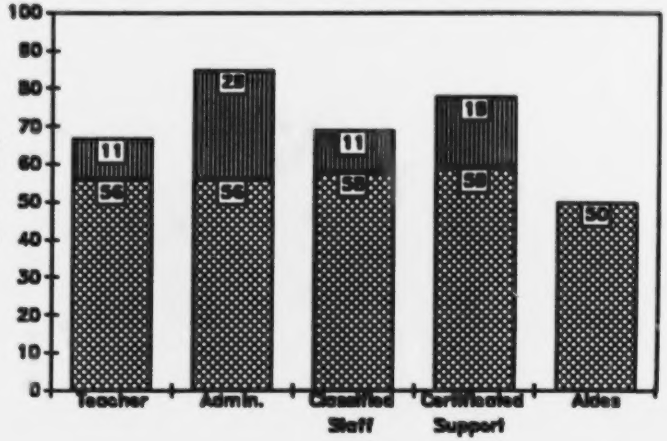


Figure 111
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
CLARITY OF PURPOSE Item on Staff Questionnaires

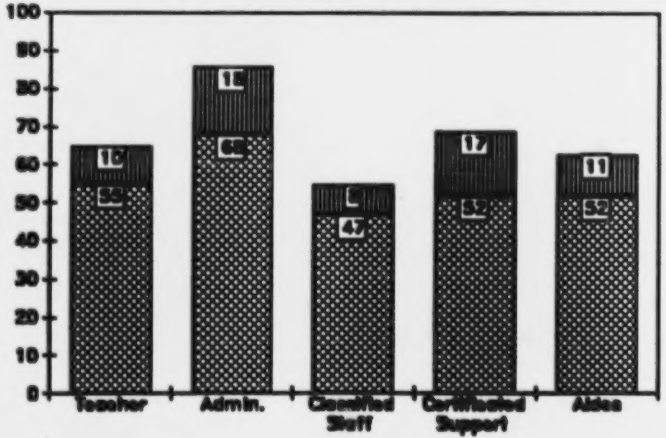
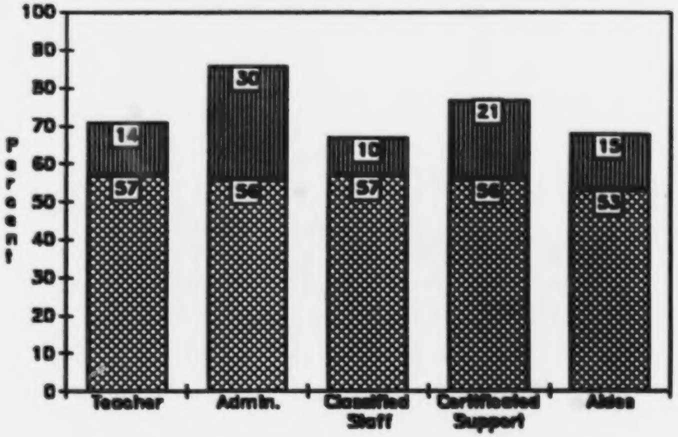


Figure 112
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
CLARITY OF PURPOSE Item on Staff Questionnaires



Staff Results

Item: **"The current job evaluation procedures help employees improve their performance."**

- Approximately 61% of all school site staff respondents agreed with the evaluation procedures in the district; 33% disagreed, and 6% reported "not enough information."

- Staff members at the elementary school level reported 69% agreement, 25% disagreement, and 6% "not enough information."

- Staff at junior high schools reported 52% agreement, 40% disagreement, and 8% "not enough information."

- Fifty-five percent of the teachers in the district reported that current job evaluation procedure help employees improve their performance; 41% disagreed, and 4% reported "not enough information" (Table 16 on page 101).

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Evaluation Procedures						
Elementary School	2,595	16%	53%	19%	6%	6%
Junior High School	791	10%	42%	27%	13%	8%
Senior High School	727	6%	39%	31%	19%	6%
TOTAL STAFF	4,113	13%	48%	23%	10%	6%

- Senior high school teachers reported the lowest percentage of agreement (38%) with evaluation procedures (Figure 115).

- Senior high school staff reported the lowest (45%) agreement with evaluation procedures when compared to the percent of agreement reported for most staffs at other levels.

- Administrators at all levels agreed (82%) that the current evaluation procedures help employees to improve their performance (Figure 116).

- Sixty-eight percent of the classified school site staff reported that current evaluation procedures help improve their performance, 24% disagreed, and 8% reported "not enough information" (Table 16 on page 101).

EVALUATION PROCEDURES
STAFF

Figure 113
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to
EVALUATION PROCEDURES Item on Staff Questionnaires

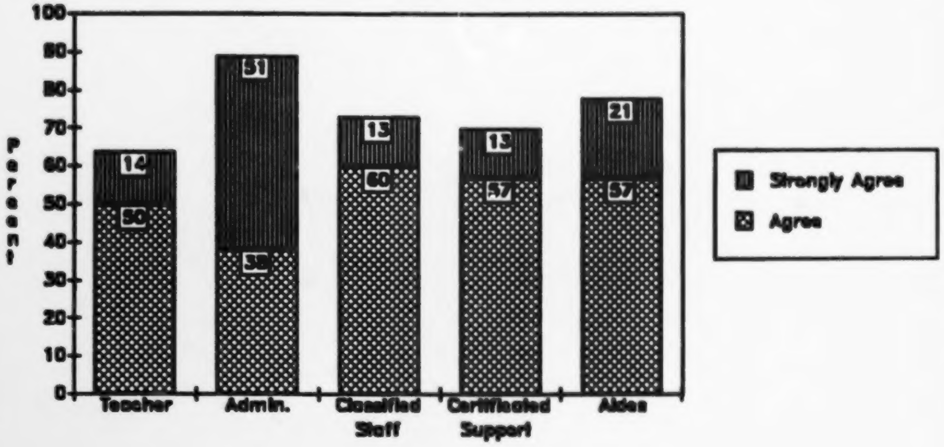


Figure 114
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
EVALUATION PROCEDURES Item on Staff Questionnaires

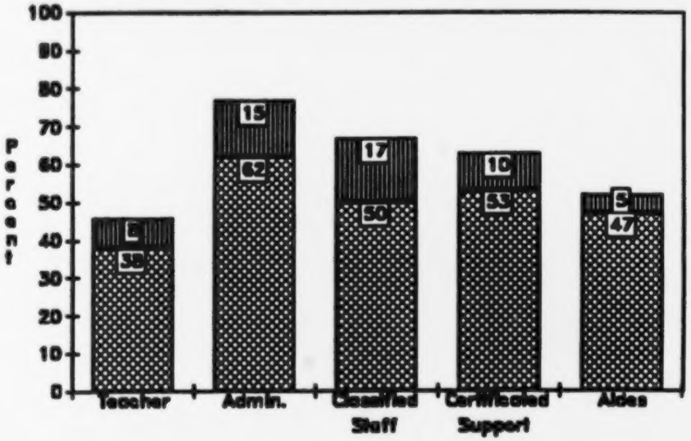


Figure 115
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to
EVALUATION PROCEDURES Item on Staff Questionnaires

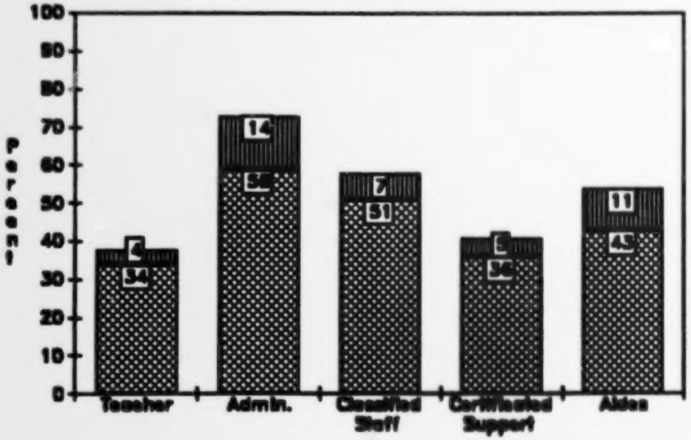
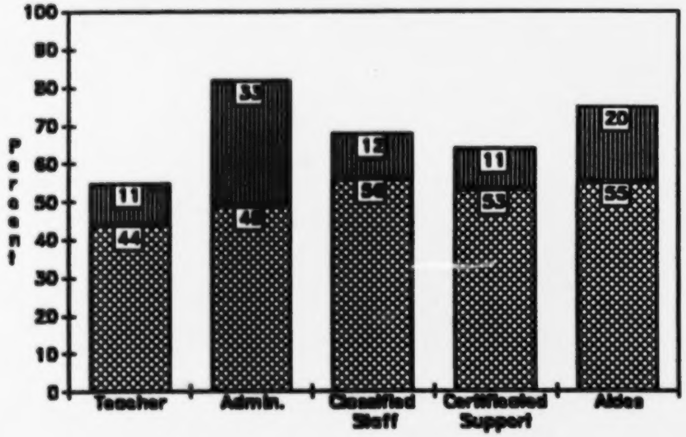


Figure 116
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to
EVALUATION PROCEDURES Item on Staff Questionnaires



Staff Results

Item: "I am satisfied with the recognition and appreciation I receive for my performance and accomplishments in this district.

- The majority of school site staff (61%) reported satisfaction with recognition for accomplishments, 36% disagreed, and 3% reported "not enough information."
- School site staff respondents at elementary schools reported more satisfaction (65%) with recognition received than site staff at the junior high schools (54%) or senior high schools (55%).

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Recognition						
Elementary School	2,595	17%	48%	23%	10%	3%
Junior High School	791	11%	43%	28%	14%	4%
Senior High School	727	10%	45%	24%	19%	2%
TOTAL STAFF	4,113	15%	46%	24%	12%	3%

- Fifty-two percent of the teachers surveyed reported satisfaction with recognition and appreciation, 45% disagreed, and 3% reported "not enough information" (Table 16 on page 101).
- Eighty-two percent of the site administrators reported satisfaction with recognition and appreciation (Figure 120).
- Classified school site staff respondents reported 68% agreement 29% disagreement, and 3% "not enough information" (Table 16 on page 101).
- Eighty percent of the classroom aides are satisfied with recognition and appreciation received for their performance (Figure 120).

RECOGNITION
STAFF

Figure 117
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to RECOGNITION Item on Staff Questionnaires

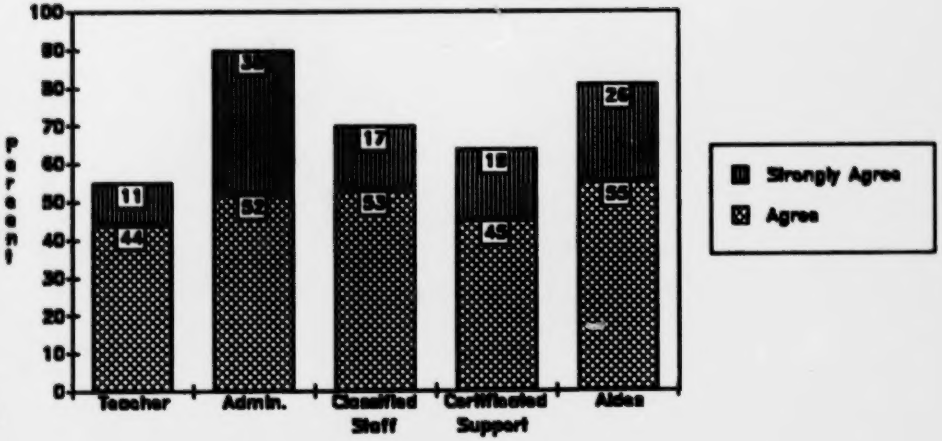


Figure 118
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to RECOGNITION Item on Staff Questionnaires

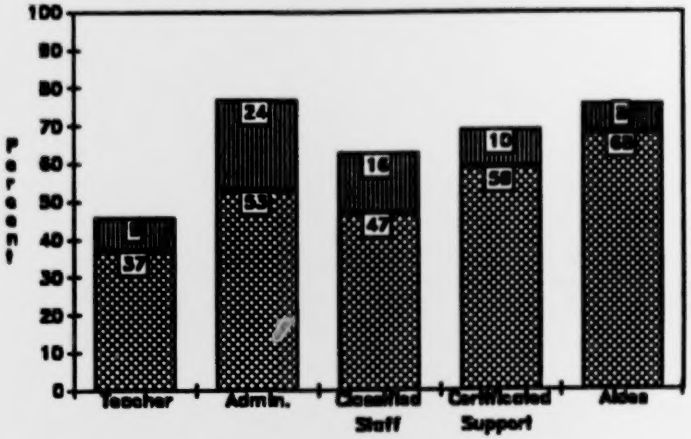


Figure 119
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to RECOGNITION Item on Staff Questionnaires

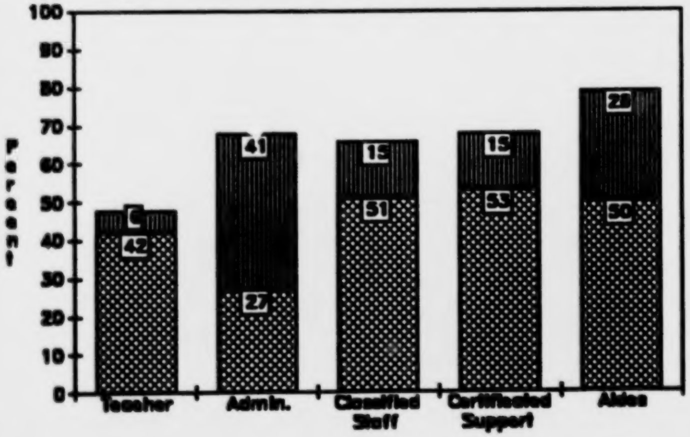
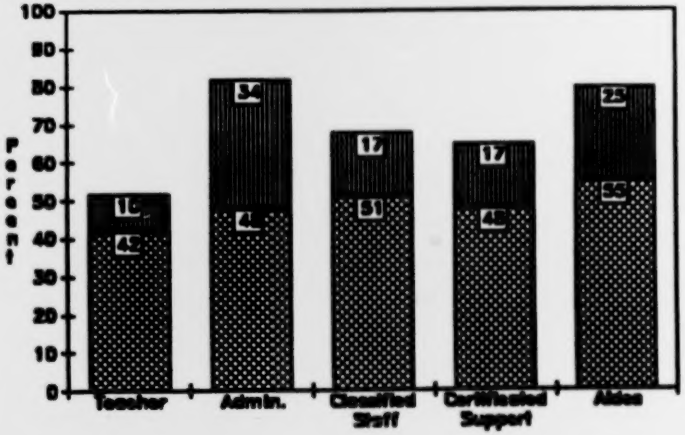


Figure 120
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to RECOGNITION Item on Staff Questionnaires



Staff Results

Item: "The Long Beach Unified School District is a good place to work."

- Ninety percent of all school site staff respondents reported that Long Beach is a good place to work, only 8% disagree, and 2% reported "not enough information."

- Elementary school site staff respondent agreement was almost unanimous (93%).

- Eighty-five percent or more of the teachers at each level (elementary, junior high, and senior high school) agreed this is a good place to work (Figures 121-123).

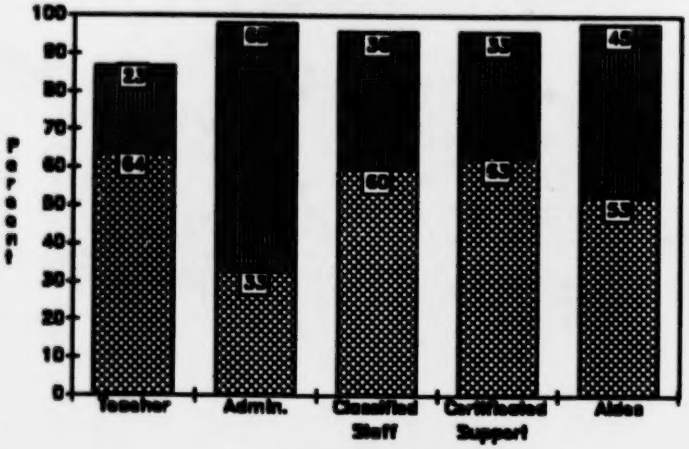
District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Work Environment						
Elementary School	2,595	32%	61%	5%	1%	2%
Junior High School	791	25%	64%	7%	2%	2%
Senior High School	727	27%	61%	8%	2%	2%
TOTAL STAFF	4,113	29%	61%	6%	2%	2%

- Districtwide, administrator ratings (99% agreed) were higher than those of teachers (87%) or any other school site staff respondents. More administrators "strongly agreed" that the Long Beach Unified School District is a good place to work than did respondents in other positions (Figure 124).

- The majority of administrators at the elementary and senior high school levels "strongly agreed" that the Long Beach Unified School District is a good place to work (Figures 121-123).

WORK ENVIRONMENT
STAFF

Figure 121
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to WORK ENVIRONMENT Item on Staff Questionnaires



▩ Strongly Agree
▨ Agree

Figure 122
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to WORK ENVIRONMENT Item on Staff Questionnaires

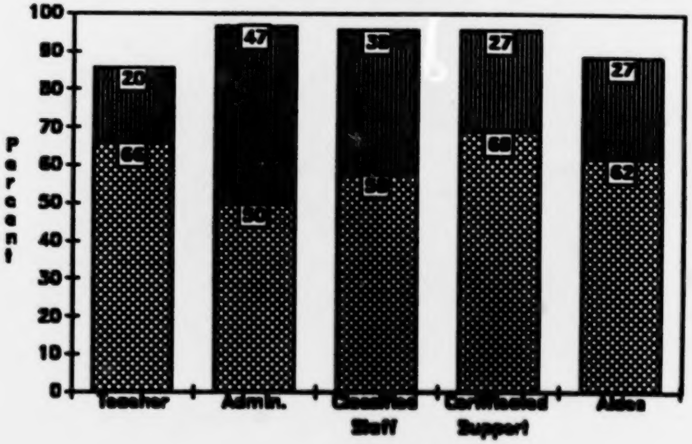


Figure 123
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to WORK ENVIRONMENT Item on Staff Questionnaires

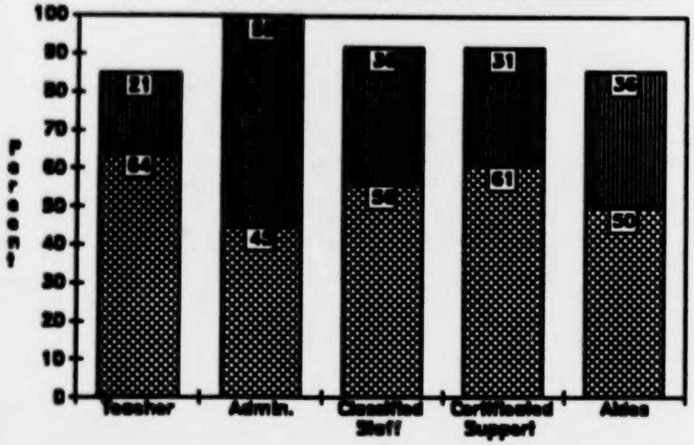
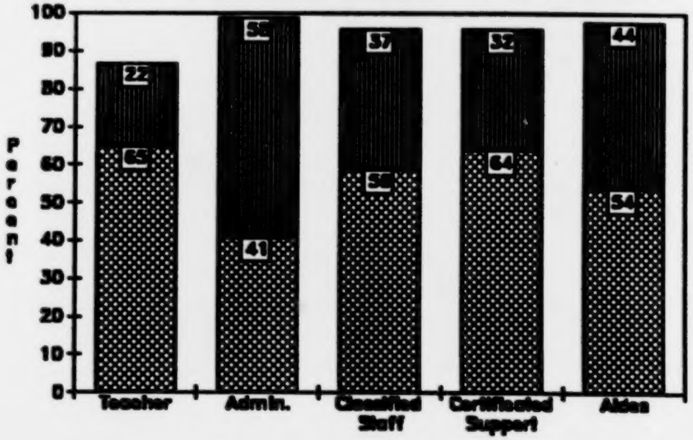


Figure 124
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to WORK ENVIRONMENT Item on Staff Questionnaires



Staff Results

Item: "I get the help I need from the support staff at the district office."

- Sixty-three percent of all school site staff respondents agreed that they get the help they need from support staff at the district office, 24% disagreed, and 12% reported "not enough information."

- More staff respondents at elementary schools "strongly agreed" (16%) than those at the junior high schools (14%) or senior high schools (10%). Disagreement was strongest at the senior high schools (33%).

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
District Support						
Elementary School	2,595	16%	50%	16%	5%	14%
Junior High School	791	14%	48%	18%	8%	13%
Senior High School	727	10%	49%	23%	10%	7%
TOTAL STAFF	4,113	14%	49%	18%	6%	12%

- Fifty-nine percent of the teachers in the district reported receiving sufficient help from district office staff, 30% disagreed, and 11% reported "not enough information" (Table 16 on page 101).

- Teacher respondents least satisfied (53% agreed) with district support services are at the senior high schools (Figure 127).

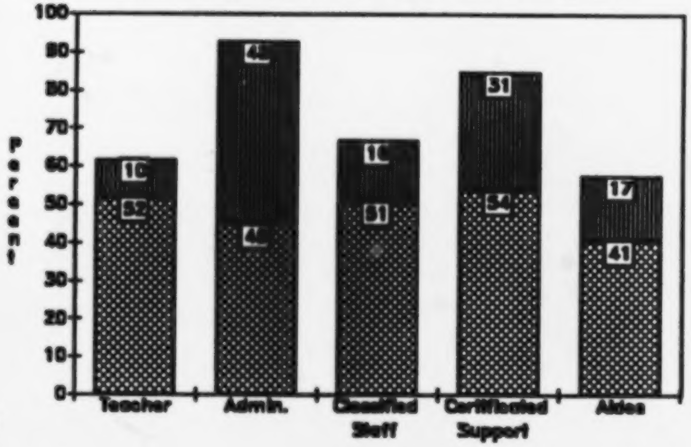
- Ninety-one percent of the administrators feel they get the help they need from the support staff at the district office (Figure 128). The degree of satisfaction is highest (48% "strongly agree") among elementary administrators (Figure 125.)

- Approximately 68% of the classified respondents reported they get the help they need from district office support staff, 21% disagreed, and 10% reported "not enough information" (Table 16 on page 101).

- Eighty-five percent of the certificated school site support staff respondents and 57% of the instructional aides agreed that they get the support they need from district office staff. However, 28% of the aides reported "not enough information" on this item (Table 16 on page 101).

DISTRICT SUPPORT
STAFF

Figure 125
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT SUPPORT Item on Staff Questionnaires



▥ Strongly Agree
▩ Agree

Figure 126
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT SUPPORT Item on Staff Questionnaires

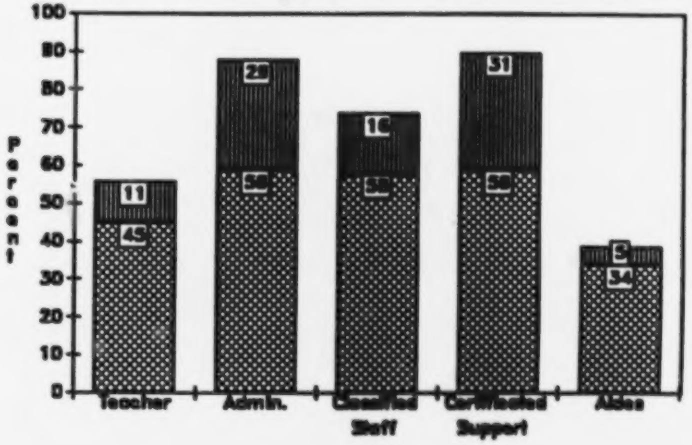


Figure 127
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT SUPPORT Item on Staff Questionnaires

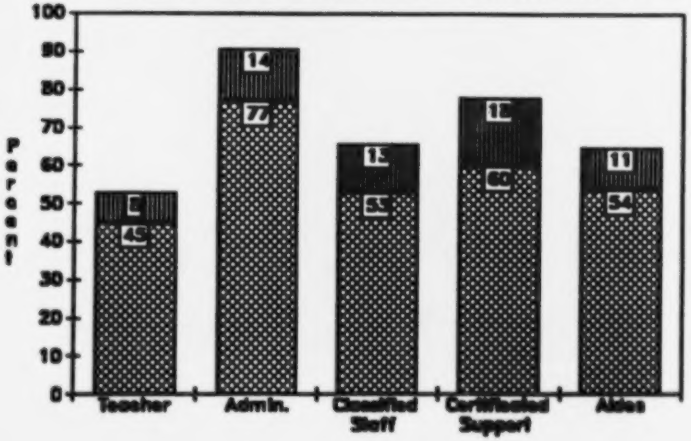
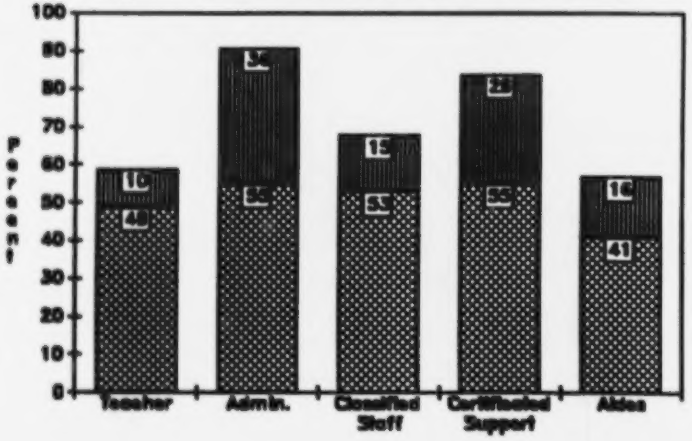


Figure 128
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT SUPPORT Item on Staff Questionnaires



Staff Results

Item: **"In general, I respect and have confidence in the staff at the district office."**

- Sixty-six percent of the school site staff surveyed reported that they respect and have confidence in the district office staff, 26% disagreed and 9% reported "not enough information."
- Overall, responses were slightly more positive among staff respondents at elementary schools (67% agreed) when compared to staff responses at junior high schools (63% agreed) and senior high schools (61% agreed).
- Fifty-eight percent of the teachers reported respect and confidence in district office staff, 33% disagreed, and 9% reported "not enough information" (Table 16 on page 101).

District Item/ Level	Number of Respondents	Percent of Staff Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Confidence in District Administration						
Elementary School	2,595	16%	51%	16%	5%	11%
Junior High School	791	13%	50%	21%	8%	8%
Senior High School	727	11%	50%	24%	10%	5%
TOTAL STAFF	4,113	15%	51%	19%	7%	9%

- Senior high school teachers reported less agreement (53%) than teachers at the elementary (61%) or junior high school (57%) level (Figures 129-131).
- Ninety-two percent of the administrators surveyed reported they had respect and confidence in the district office staff (Figure 132).
- Seventy-five percent of the classified school site staff respondents reported confidence and respect in district office staff, 18% disagreed, and 7% reported "not enough information" (Table 16 on page 101).
- Eighty percent of certificated support staff respondents have confidence in and respect for district office staff (Figure 132).
- Sixty-eight percent of the aides surveyed reported confidence in district office staff, 13% disagreed, and 20% reported "not enough information" (Table 16 on page 101).

DISTRICT ADMINISTRATION
STAFF

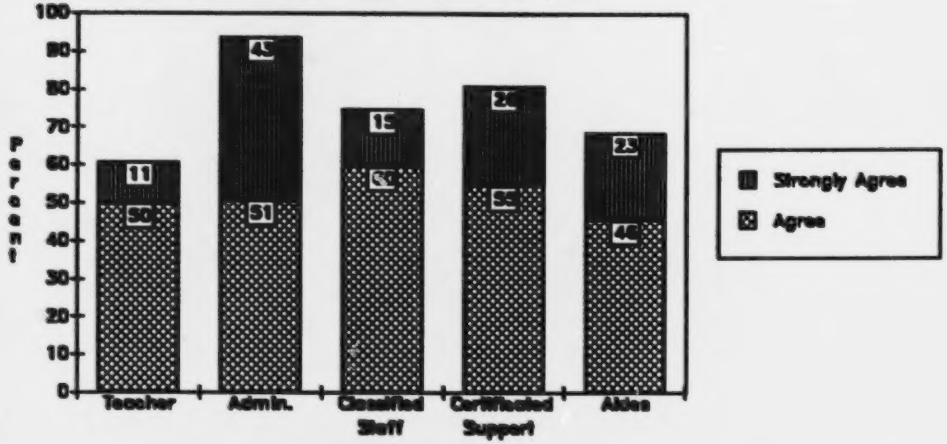


Figure 129
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT ADMINISTRATION Item on Staff Questionnaires

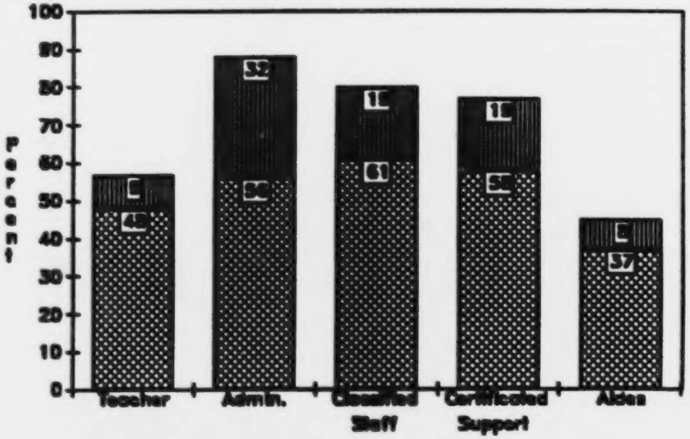


Figure 130
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT ADMINISTRATION Item on Staff Questionnaires

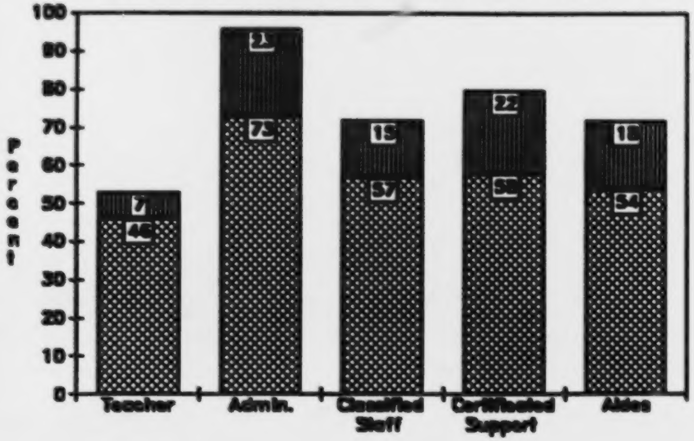


Figure 131
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT ADMINISTRATION Item on Staff Questionnaires

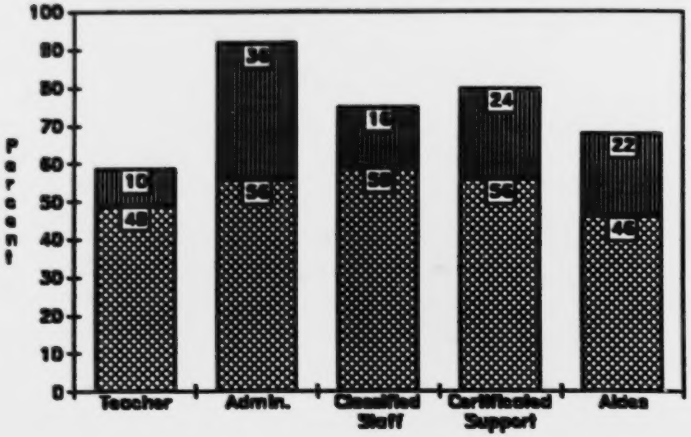


Figure 132
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to DISTRICT ADMINISTRATION Item on Staff Questionnaires

Parent Results

Item: **"I would be willing to let my child attend a year-round school."**

- Approximately 54% of the parent respondents would be willing to let their children attend year-round schools, 39% would not, and 8% reported "not enough information."

- Parent respondents of elementary age children (Grade 6) were somewhat more supportive (55%) than parent respondents of older children (junior high school, 53%, senior high school, 51%).

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Year-Round Schools						
Elementary School	24,337	31%	24%	13%	24%	8%
Junior High School	3,888	28%	25%	13%	28%	7%
Senior High School	2,864	26%	25%	15%	28%	7%
TOTAL PARENTS	31,089	30%	24%	14%	25%	8%

- More white parent respondents (10%) reported "not enough information" than those of any other ethnic group (Table 18 on page 103).

- Asian (72%), Hispanic (64%), and American Indian (66%) parent respondents of elementary, junior high, and senior high school students reported a higher degree of willingness to send their children to year-round schools than reported by Black (49%) or White (41%) respondents (Figure 136).

- The majority of Hispanic (77%), Cambodian (84%), and Vietnamese (80%) parent respondents, who participated in the survey and responded in their own language, were willing to send their children to year-round schools (Table 21 on page 106).

YEAR-ROUND SCHOOLS
PARENTS

Figure 133
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to YEAR-ROUND SCHOOLS Item on Parent Questionnaires

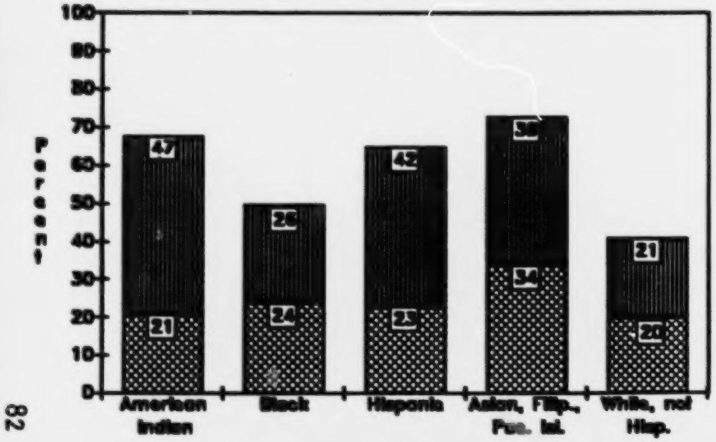
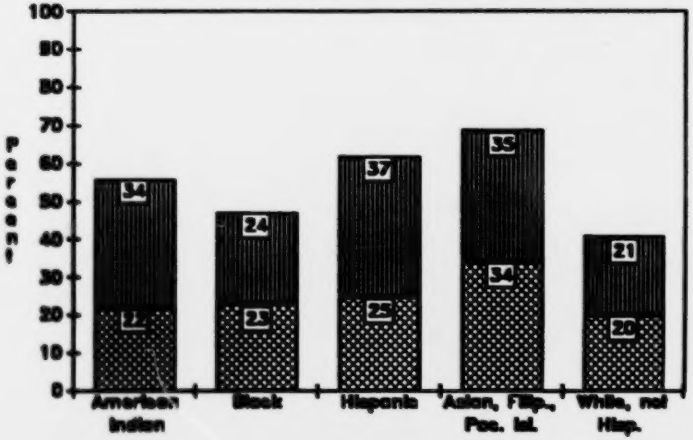


Figure 134
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to YEAR-ROUND SCHOOLS Item on Parent Questionnaires



▥ Strongly Agree
▨ Agree

Figure 135
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to YEAR-ROUND SCHOOLS Item on Parent Questionnaires

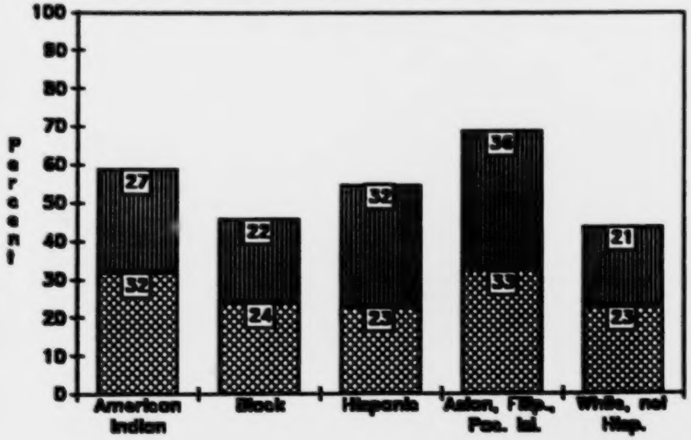
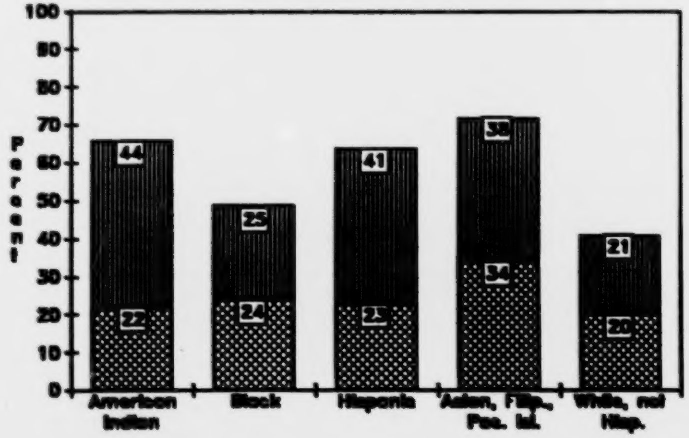


Figure 136
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to YEAR-ROUND SCHOOLS Item on Parent Questionnaires



[redacted]

Parent Results

Item: **"I know how to get involved in activities of this district."**

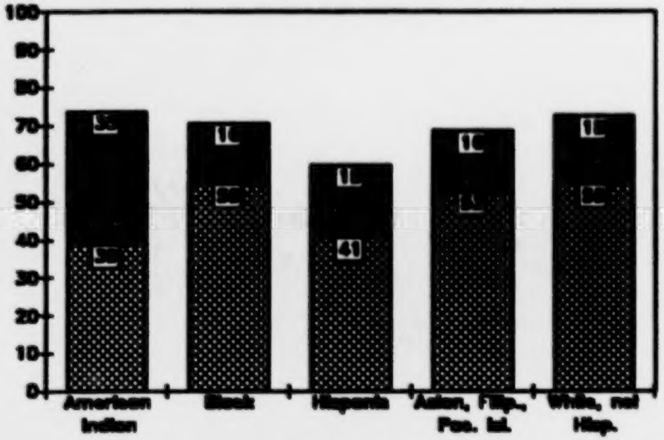
- Sixty-eight percent of the parent respondents reported that they know how to get involved in school district activities, while 16% disagreed, and 16% reported "not enough information."

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Involvement						
Elementary School	24,337	18%	50%	12%	3%	16%
Junior High School	3,888	14%	49%	17%	5%	16%
Senior High School	2,864	15%	49%	16%	5%	15%
TOTAL PARENTS	31,089	18%	50%	13%	3%	16%

- When compared to the respondents of the other ethnic groups, more Hispanic parent respondents (17%) reported a lack of understanding or "not enough information" (25%) regarding how to get involved in district activities (Table 18 on page 103).
- Sixty-seven percent of the parent respondents whose children do not attend neighborhood schools reported knowledge of how to get involved in district activities: 18% disagreed and 15% reported "not enough information" (Table 19 on page 104).
- The percents of parents reporting knowledge of how to get involved in district activities are similar for each ethnic group across grade levels (Figures 137-139).

INVOLVEMENT
PARENTS

Figure 137
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to INVOLVEMENT Item on Parent Questionnaires



■ Strongly Agree
▨ Agree

Figure 138
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INVOLVEMENT Item on Parent Questionnaires

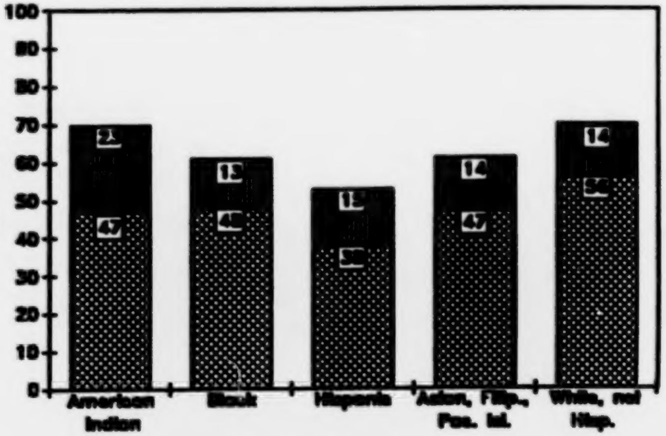


Figure 139
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to INVOLVEMENT Item on Parent Questionnaires

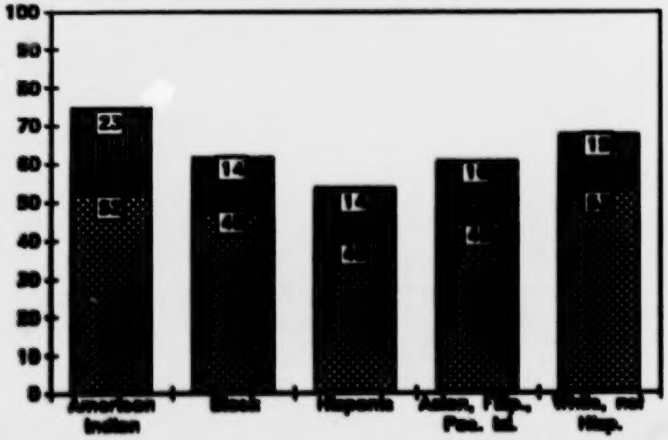
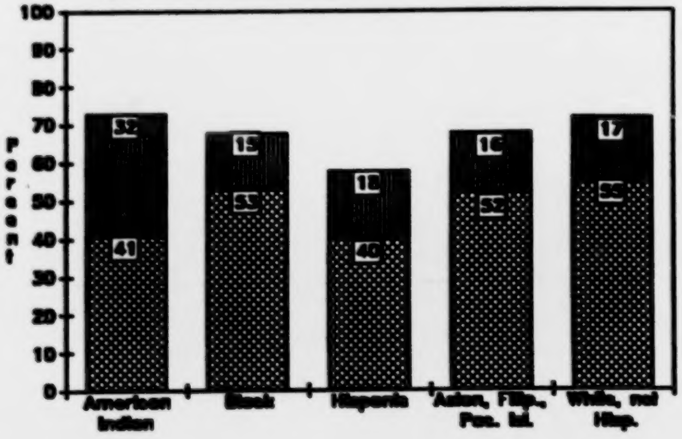


Figure 140
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to INVOLVEMENT Item on Parent Questionnaires



Parent Results

Item: **"I feel there are open lines of communication in this school district."**

- Most parent respondents (71%) agreed that there are open lines of communication in the school district, 16% disagreed, and 14% reported "not enough information."

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Communication						
Elementary School	24,337	21%	51%	10%	3%	14%
Junior High School	3,888	16%	50%	16%	6%	13%
Senior High School	2,864	13%	49%	17%	7%	14%
TOTAL PARENTS	31,089	20%	51%	12%	4%	14%

- When comparing percents of responses across grade levels, parents of secondary students reported less agreement regarding open lines of communication than did parents of elementary age children (Figures 141-143).

- Parent respondents of American Indian (75%), Hispanic (77%), and Asian (77%) heritage reported a higher degree of agreement than did those of Black (70%) or White (64%) ethnic groups (Figure 144).

- Fifteen percent of the white parent respondents reported "not enough information" on open lines of communication (Table 18 on page 103).

- English-speaking parent respondents at the senior high level reported the lowest agreement of all parent language groups (61%).

- Neighborhood school parent respondents reported less satisfaction with district lines of communication (69% agreed) than did parents of students who do not attend their neighborhood schools (73% agreed) (Table 19 on page 104).

COMMUNICATION
PARENTS

Figure 141
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Parent Questionnaires

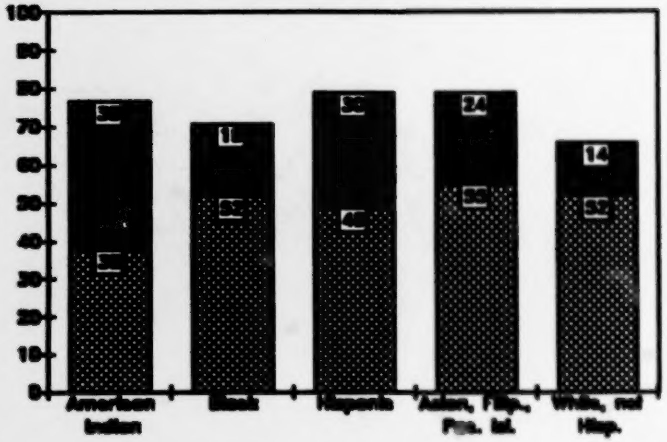
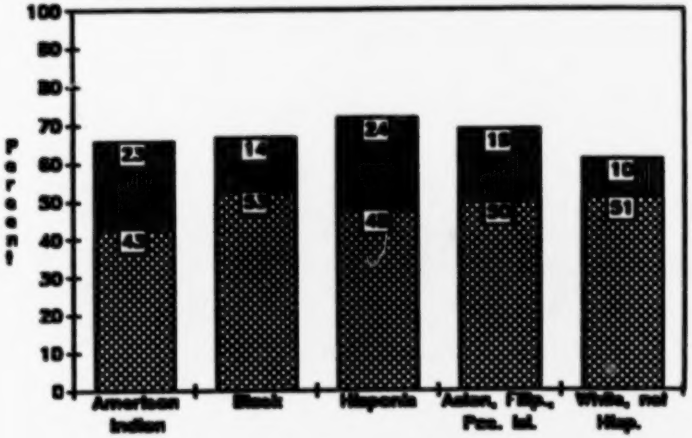


Figure 142
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Parent Questionnaires



▨ Strongly Agree
▨ Agree

Figure 143
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Parent Questionnaires

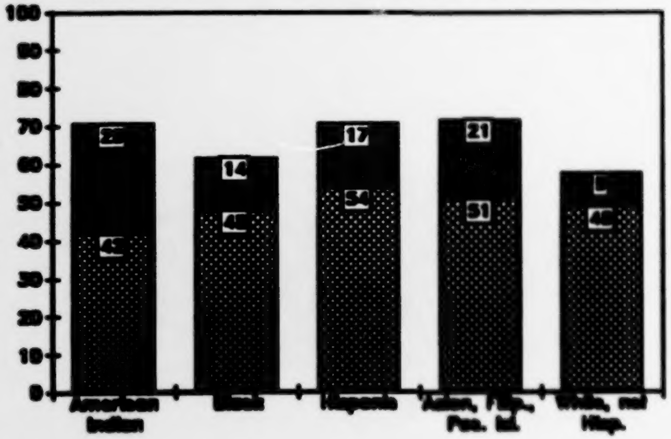
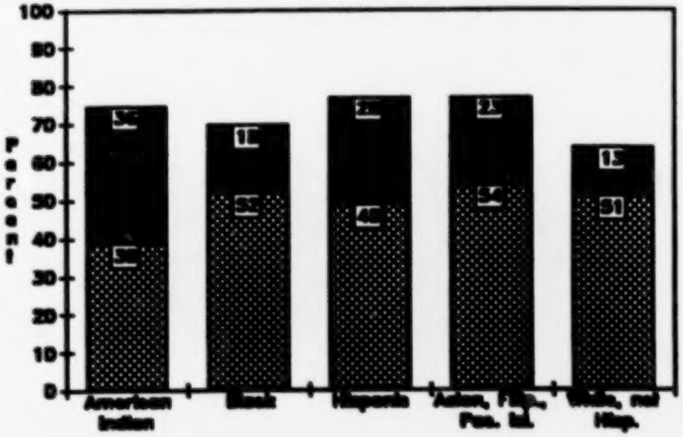


Figure 144
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to COMMUNICATION Item on Parent Questionnaires



4. CLARITY OF PURPOSE

Parent Results

Item: **"The school district clearly communicates its philosophy, goals, and policies to the community."**

- Sixty-eight percent of the parent respondents reported that they felt the district clearly communicates philosophy, goals, and policies: 17% disagreed, and 15% reported "not enough information."

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Clarity of Purpose						
Elementary School	24,337	19%	51%	12%	3%	15%
Junior High School	3,888	14%	49%	17%	5%	15%
Senior High School	2,864	12%	47%	19%	7%	14%
TOTAL PARENTS	31,089	18%	50%	13%	4%	15%

- Although the majority of parent respondents (68%) reported that the district clearly communicates philosophy, goals and policies, Asian (77%), American Indian (74%), and Hispanic (74%) parents reported more agreement than White (61%) and Black (67%) parents (Figure 148).
- Parents in all ethnic groups reported the strongest agreement with district communication of philosophy, goals, and policies at the elementary level (Figures 145-147).

CLARITY OF PURPOSE
PARENTS

Figure 145
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to CLARITY OF PURPOSE Item on Parent Questionnaires

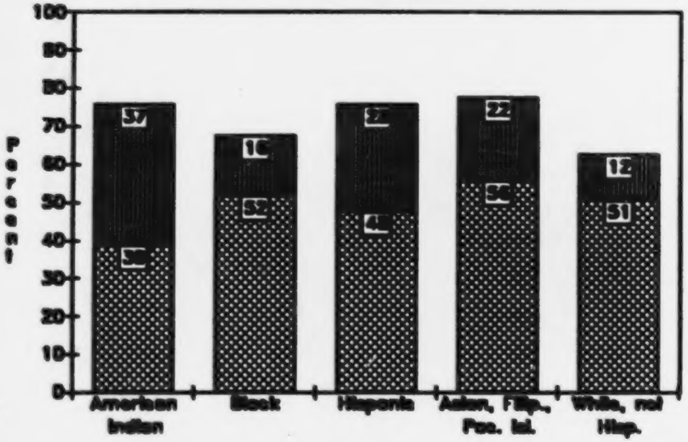


Figure 146
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to CLARITY OF PURPOSE Item on Parent Questionnaires

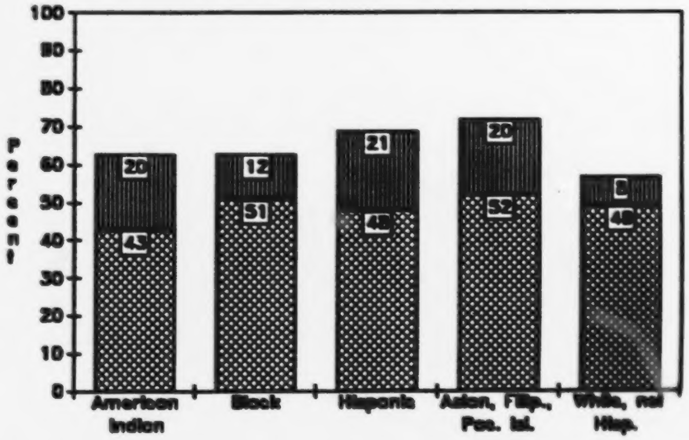


Figure 147
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to CLARITY OF PURPOSE Item on Parent Questionnaires

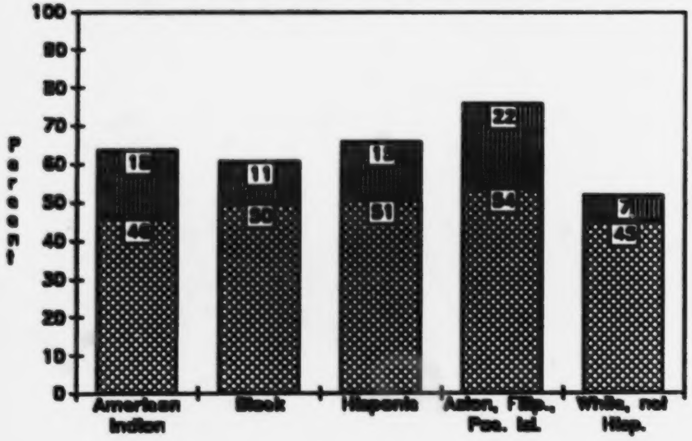
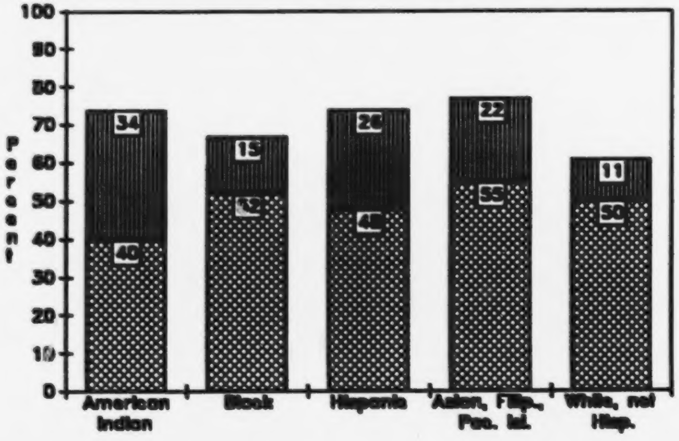


Figure 148
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to CLARITY OF PURPOSE Item on Parent Questionnaires



Parent Results

Item: "The school buildings and grounds are well kept."

- The majority of parent respondents (88%) agreed that school buildings and grounds are well kept; 10% disagreed, and 2% reported "not enough information."

- Parent respondents with students at elementary (89%), junior high (85%), and high schools (88%) reported satisfaction with facilities upkeep.

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Facilities Upkeep						
Elementary School	24,337	35%	54%	6%	2%	2%
Junior High School	3,888	26%	59%	8%	4%	3%
Senior High School	2,864	28%	60%	7%	3%	3%
TOTAL PARENTS	31,089	33%	55%	7%	3%	2%

- Although agreement was high, it should be noted that the greatest percents of responses are in the "agree" column, except for American Indian parents of elementary school children (Figures 149-152).

- Over 85% of all ethnic group respondents agreed that the school buildings and grounds are well kept (Figure 152).

FACILITIES UPKEEP
PARENTS

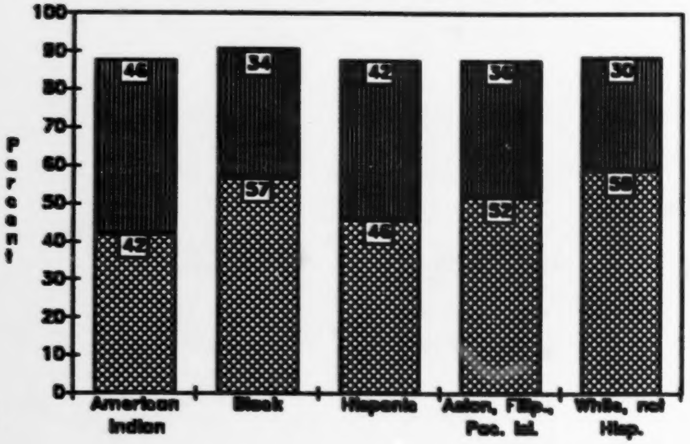


Figure 149
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to FACILITIES UPKEEP Item on Parent Questionnaires

▥ Strongly Agree
▨ Agree

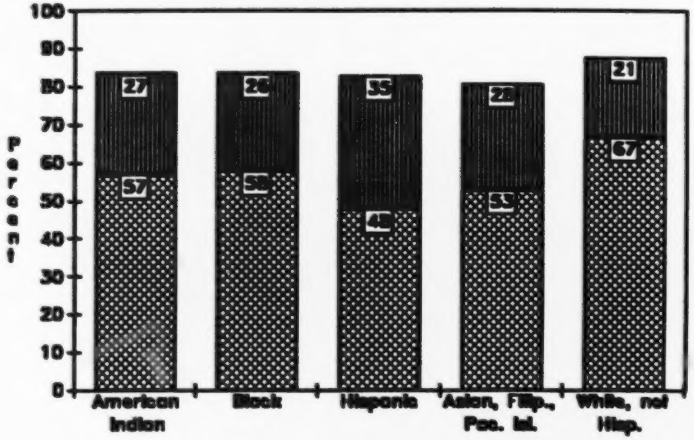


Figure 150
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to FACILITIES UPKEEP Item on Parent Questionnaires

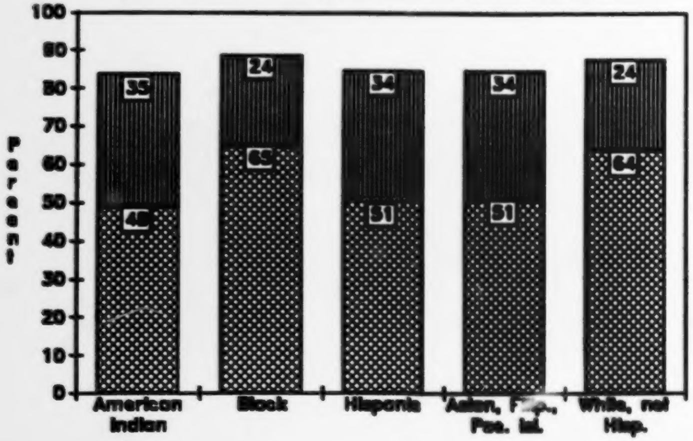


Figure 151
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to FACILITIES UPKEEP Item on Parent Questionnaires

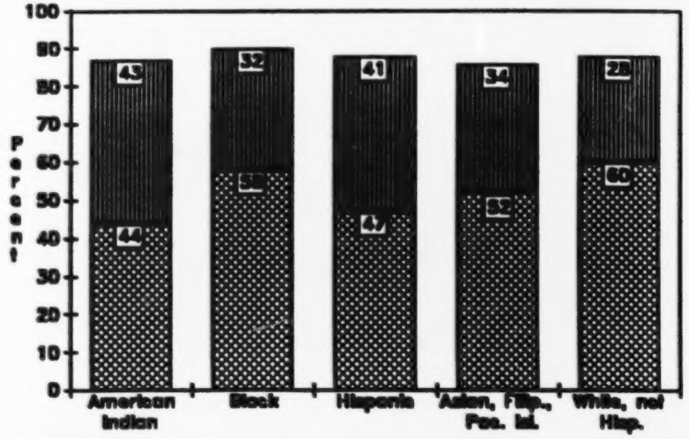


Figure 152
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to FACILITIES UPKEEP Item on Parent Questionnaires

Parent Results

Item: "Student discipline is being properly handled at my child's school."

- Eighty percent of the parents responding to the survey agreed that student discipline is being properly handled at their children's schools, while 12% of the parents surveyed disagreed and 9% reported "not enough information."

- Of the 80% who agreed that discipline is properly handled, 28% "strongly agreed," and 52% "agreed."

- Comparison of parent responses across grade levels revealed that 83% of parents of elementary students agreed that discipline was properly handled while 72% agreed at the junior high level and 68% agreed at the senior high school level.

- Approximately 17% of parent respondents with junior and senior high students did not feel that discipline is handled properly.

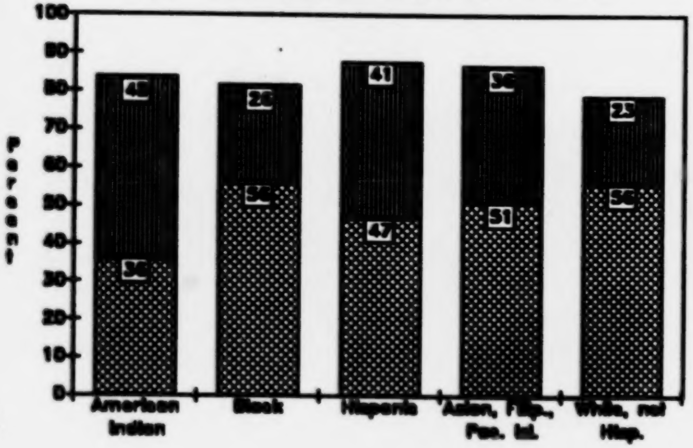
District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Discipline						
Elementary School	24,337	31%	52%	7%	3%	8%
Junior High School	3,888	20%	52%	11%	6%	10%
Senior High School	2,864	16%	52%	11%	6%	14%
TOTAL PARENTS	31,089	28%	52%	8%	4%	9%

- Parent respondents of students attending neighborhood schools reported a slightly higher percent of disagreement (elementary, 10%; junior high, 19%; and senior high, 18%) than parents of students who are not attending their neighborhood school.

- Eighty percent or more of American Indian, Black, Hispanic, and Asian parents who responded to the survey feel student discipline is being handled properly. White parents of students at all levels reported less agreement than those of other ethnic groups (Figures 153-156).

DISCIPLINE
PARENTS

Figure 153
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to DISCIPLINE Item on Parent Questionnaires



▥ Strongly Agree
▨ Agree

Figure 154
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DISCIPLINE Item on Parent Questionnaires

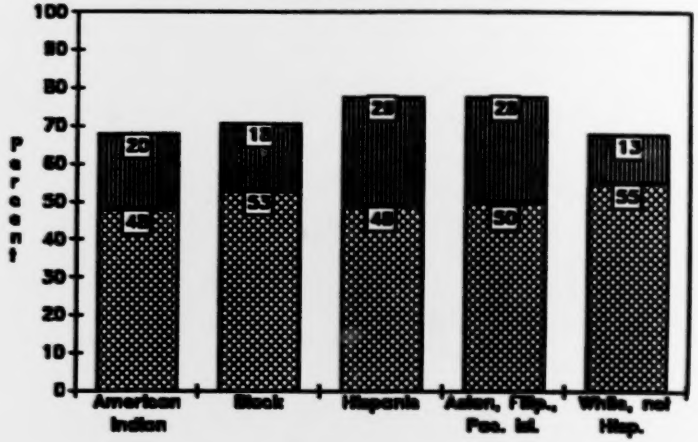


Figure 155
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to DISCIPLINE Item on Parent Questionnaires

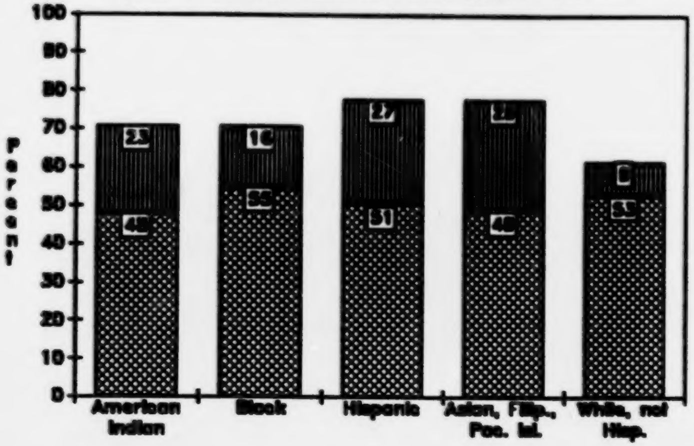
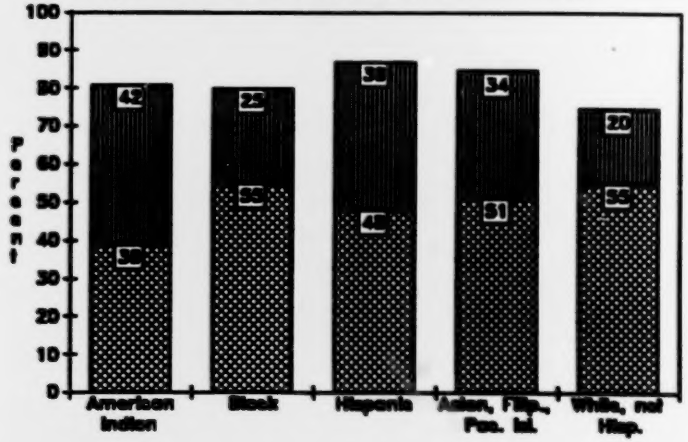


Figure 156
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to DISCIPLINE Item on Parent Questionnaires



[redacted]

Parent Results

Item: "I am made to feel welcome at my child's school."

- Ninety-three percent of all parents surveyed agreed that they are made to feel welcome at their children's schools.

- The majority of parents of students in elementary school (95%), junior high school (87%), and senior high school (84%) reported agreement on this item.

- A greater percent of parents of senior high school students reported "not enough information" when compared to parents of elementary school and junior high school students.

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Friendliness						
Elementary School	24,337	45%	50%	3%	1%	2%
Junior High School	3,888	27%	60%	6%	3%	4%
Senior High School	2,864	24%	60%	8%	3%	5%
TOTAL PARENTS	31,089	41%	52%	4%	2%	2%

- Over 88% of each ethnic group agreed that they feel welcome at their children's schools (Figure 160).

- Ninety-four percent of parent respondents new to the district (0-2 years) reported that they feel welcome at their children's schools and 88% of the parent respondents who have been in the district 12 or more years agreed (Table 20 on page 105).

FRIENDLINESS
PARENTS

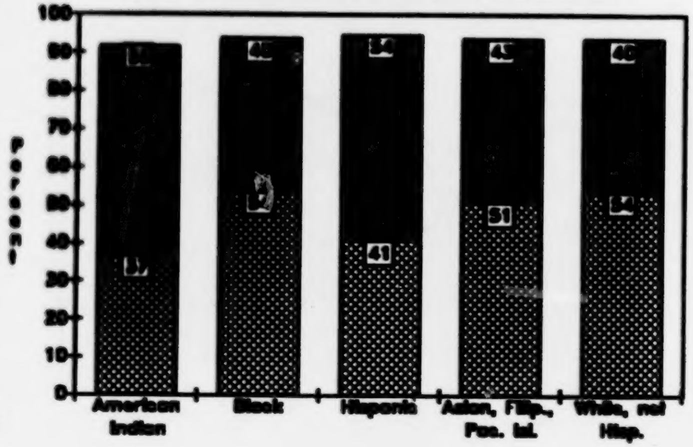


Figure 157
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to FRIENDLINESS Item on Parent Questionnaires

▥ Strongly Agree
▨ Agree

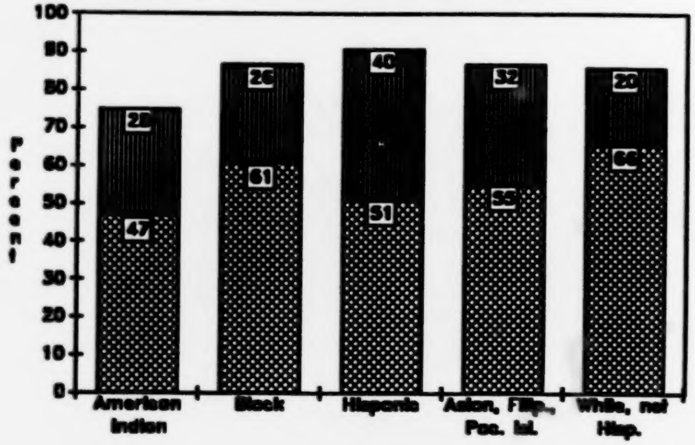


Figure 158
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to FRIENDLINESS Item on Parent Questionnaires

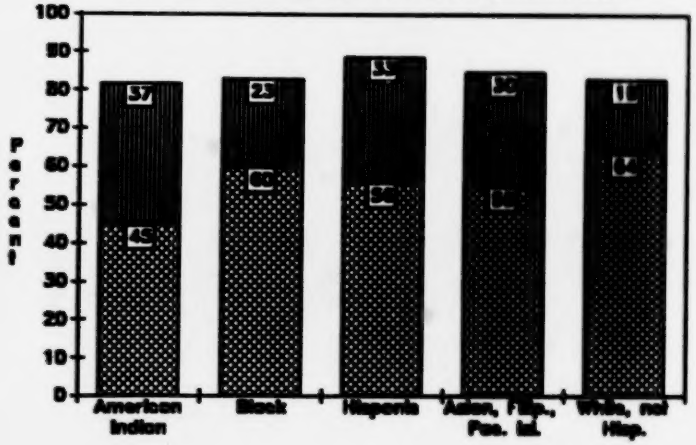


Figure 159
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to FRIENDLINESS Item on Parent Questionnaires

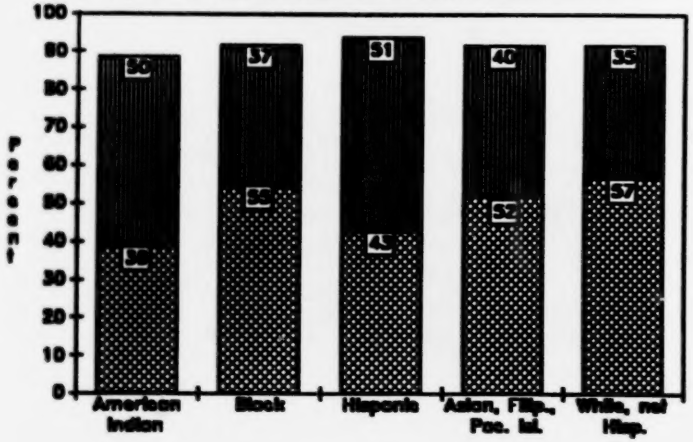


Figure 160
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to FRIENDLINESS Item on Parent Questionnaires

Parent Results

Item: "My child is receiving adequate instruction in reading."

- Districtwide, 87% of the parent respondents agreed that their children are receiving adequate instruction in reading.
- Parents reporting for junior and senior high school students reported 80% agreement.
- Eighty-eight percent of the parent respondents of elementary age children reported reading instruction is adequate.

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Adequate Reading Instruction						
Elementary School	24,337	36%	52%	6%	2%	4%
Junior High School	3,888	23%	57%	10%	4%	6%
Senior High School	2,864	21%	59%	11%	5%	5%
TOTAL PARENTS	31,089	33%	54%	7%	3%	4%

- Districtwide, Hispanic parents reported a slightly higher percent of agreement (Figure 164).

READING INSTRUCTION
PARENTS

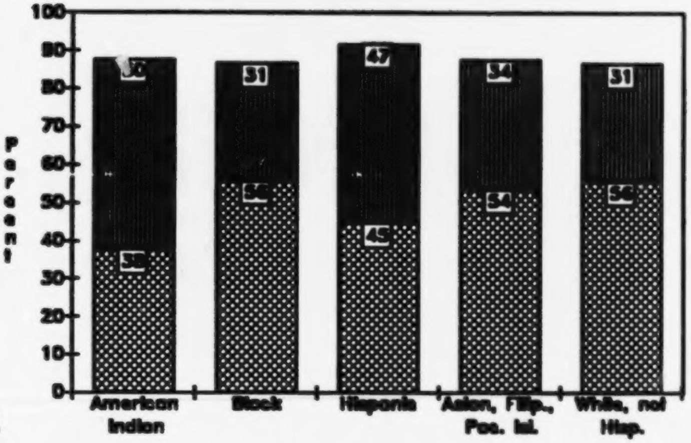


Figure 161
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to READING INSTRUCTION Item on Parent Questionnaires

▥ Strongly Agree
▨ Agree

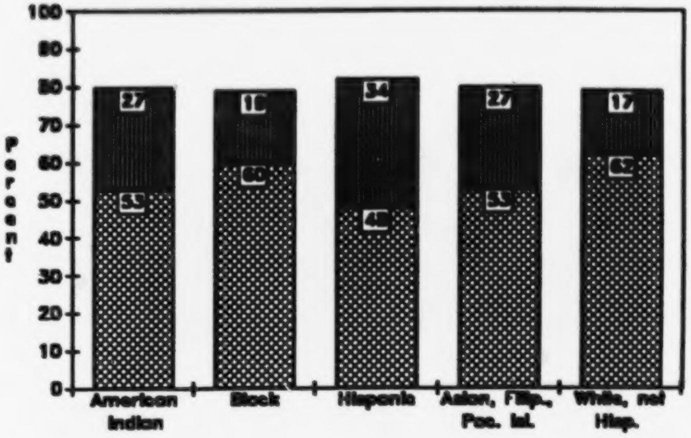


Figure 162
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to READING INSTRUCTION Item on Parent Questionnaires

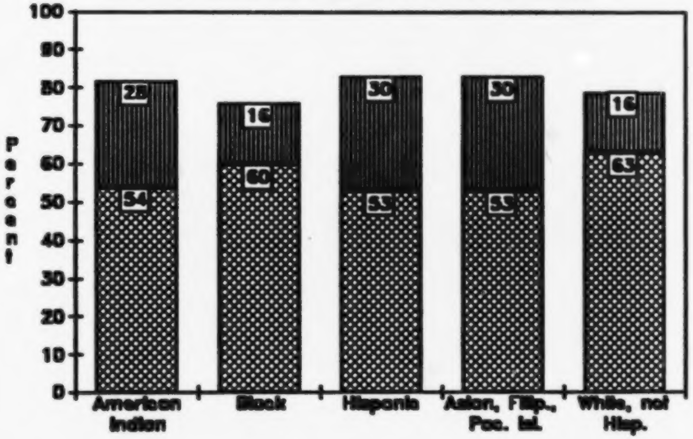


Figure 163
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to READING INSTRUCTION Item on Parent Questionnaires

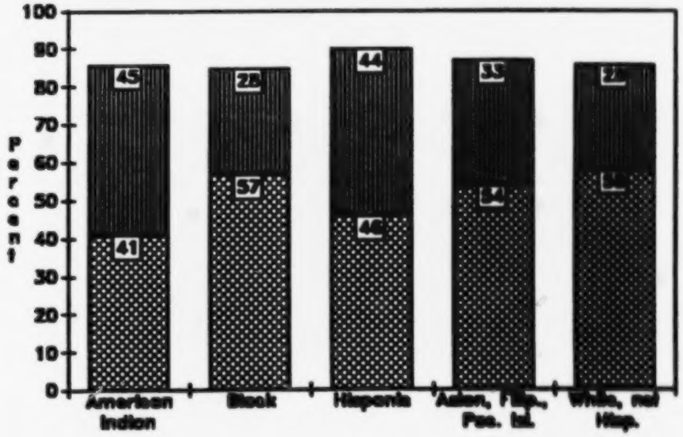


Figure 164
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to READING INSTRUCTION Item on Parent Questionnaires

9. ADEQUATE MATH INSTRUCTION

Parent Results

Item: "My child is receiving adequate instruction in math."

- The majority of parents responding to the survey (87%) agreed that math instruction in the Long Beach Unified School District is adequate. Further, there appeared to be stronger agreement among parents of elementary students than among parents of secondary students.

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Adequate Math Instruction						
Elementary School	24,337	35%	53%	6%	2%	4%
Junior High School	3,888	26%	54%	10%	5%	4%
Senior High School	2,864	21%	59%	11%	5%	4%
TOTAL PARENTS	31,089	33%	54%	7%	2%	4%

- Districtwide, American Indian, Black, Hispanic, Asian, and White parent respondents reported greater than 83% agreement regarding adequacy of math instruction (Figure 168).

MATH INSTRUCTION
PARENTS

▥ Strongly Agree
▩ Agree

Figure 165
ELEMENTARY
Percent of Responses "Strongly Agree" and
"Agree" to MATH INSTRUCTION Item on Parent Questionnaires

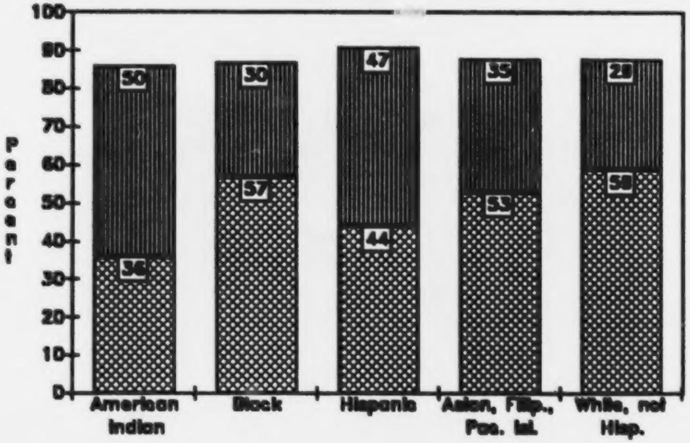


Figure 166
JUNIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to MATH INSTRUCTION Item on Parent Questionnaires

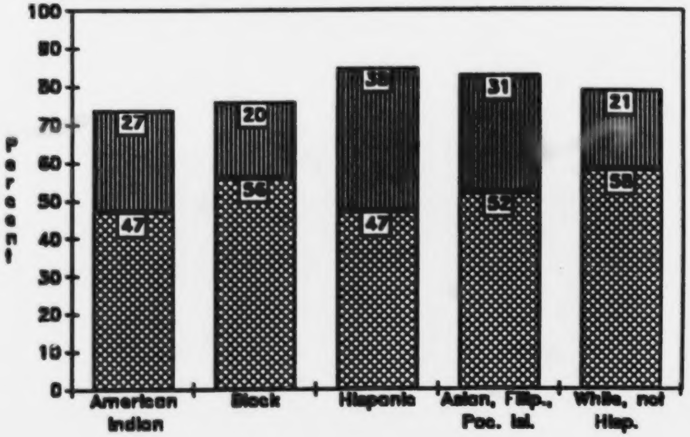


Figure 167
SENIOR HIGH
Percent of Responses "Strongly Agree" and
"Agree" to MATH INSTRUCTION Item on Parent Questionnaires

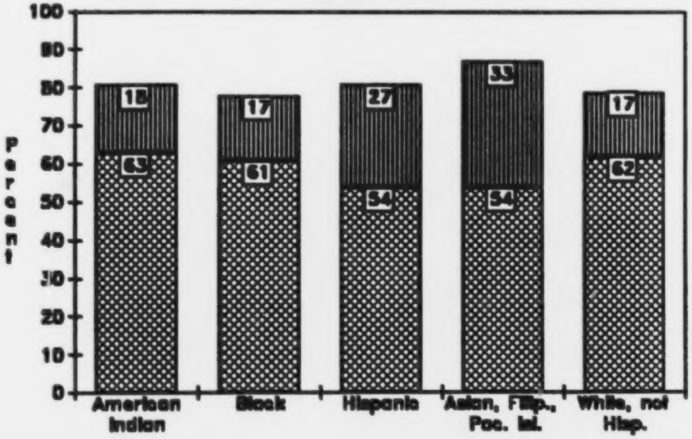
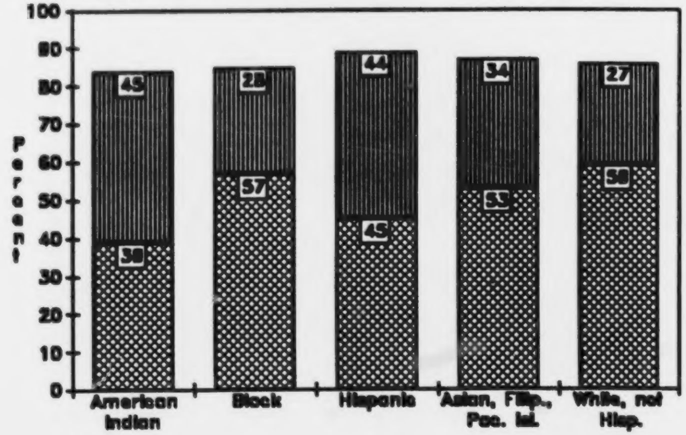


Figure 168
DISTRICT
Percent of Responses "Strongly Agree" and
"Agree" to MATH INSTRUCTION Item on Parent Questionnaires



70. ADEQUATE LANGUAGE INSTRUCTION

Parent Results

Item: "My child is receiving adequate instruction in language (writing, speaking, and listening)."

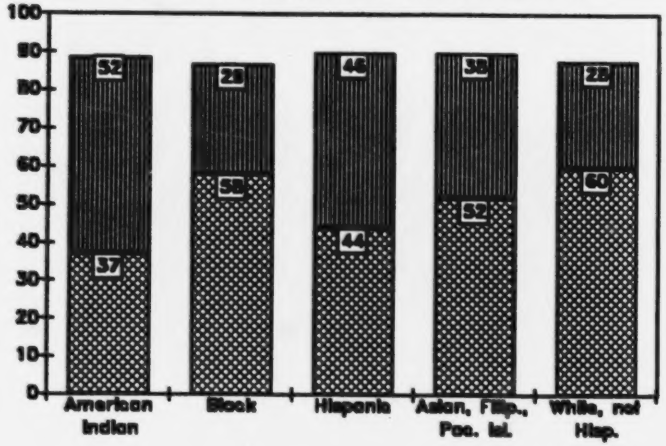
- The majority of parent respondents (86%) agreed that their children are receiving adequate instruction in language. Approximately 32% of the parents "strongly agreed" and 54% "agreed."

District Item/ Level	Number of Respondents	Percent of Parent Responses Chosen by Each Group				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Enough Information
Adequate Language Instruction						
Elementary School	24,337	35%	54%	6%	2%	4%
Junior High School	3,888	24%	56%	11%	4%	4%
Senior High School	2,864	20%	58%	12%	5%	5%
TOTAL PARENTS	31,089	32%	54%	7%	2%	4%

- Over 80% of each ethnic group agreed that their children are receiving adequate instruction in language (Figure 172).

LANGUAGE INSTRUCTION
PARENTS

Figure 168
ELEMENTARY
Percent of Responses "Strongly Agree" and "Agree" to LANGUAGE INSTRUCTION Item on Parent Questionnaires



▥ Strongly Agree
▨ Agree

Figure 170
JUNIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to LANGUAGE INSTRUCTION Item on Parent Questionnaires

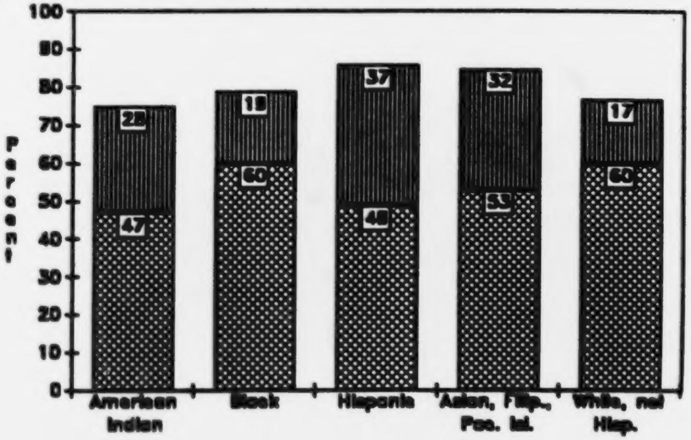


Figure 171
SENIOR HIGH
Percent of Responses "Strongly Agree" and "Agree" to LANGUAGE INSTRUCTIN Item on Parent Questionnaires

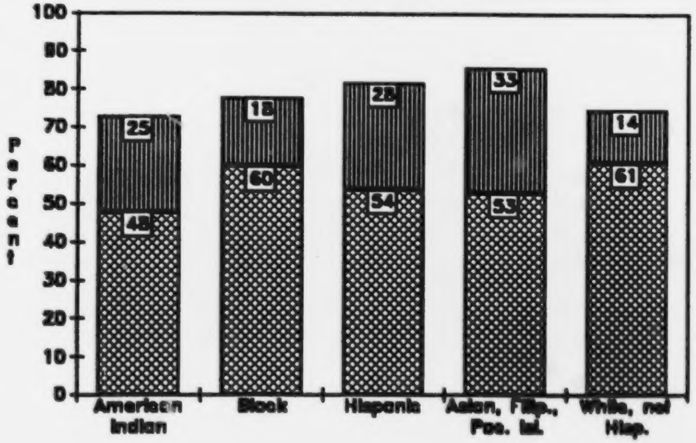
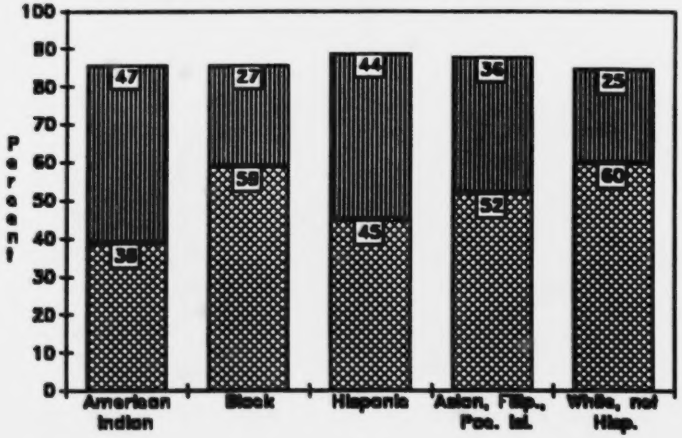


Figure 172
DISTRICT
Percent of Responses "Strongly Agree" and "Agree" to LANGUAGE INSTRUCTION Item on Parent Questionnaires



When compared with the respondents of staff in other job classifications, school site administrators reported the most willingness to be assigned to year-round schools. Over 50% of the teachers and certificated support staff would not be willing to be assigned to year-round schools (Table 16).

Teachers reported less opportunity to be included in decision-making that affects their job than did staff in other job classifications (Table 16).

Table 16

Percent of Responses to District Items on
Database Management Information Surveys Completed by Members of School Staffs
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by:														
	Teachers (N = 2,198)			Administrators (N = 117)			Certificated Support (N = 389)			Classified Staff (N = 581)			Aides (N = 572)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	36%	53%	11%	57%	38%	5%	38%	51%	11%	45%	44%	11%	53%	39%	7%
Decision Making	59%	38%	3%	89%	10%	0%	75%	24%	1%	65%	30%	5%	68%	25%	7%
Program Quality	90%	9%	1%	99%	1%	0%	93%	7%	0%	86%	8%	5%	88%	5%	7%
Communication	42%	53%	5%	81%	19%	0%	60%	37%	3%	49%	42%	9%	56%	18%	26%
Clarity of Purpose	71%	26%	3%	86%	14%	0%	77%	20%	3%	67%	24%	9%	68%	12%	20%
Evaluation Procedures	55%	41%	4%	82%	18%	0%	64%	30%	5%	68%	24%	8%	75%	11%	15%
Recognition	52%	45%	3%	82%	18%	0%	65%	34%	1%	68%	29%	3%	80%	14%	6%
Work Environment	87%	11%	3%	98%	2%	0%	96%	4%	0%	95%	3%	1%	97%	1%	2%
District Support	59%	30%	11%	91%	8%	1%	85%	11%	4%	68%	21%	10%	57%	15%	20%
Confidence in District Administration	58%	33%	9%	92%	8%	0%	80%	16%	4%	75%	18%	7%	68%	13%	20%

Note: The number of respondents shown on this table does not total 4,113 (see Table 9) because 256 staff members did not identify their position.

---

*Percents may not total 100% due to rounding.

Years of service in the Long Beach Unified School District did show some interesting differences on the various district items. Table 17 summarizes the findings. For example, the percent of agreement with input to decision-making and program quality is higher for staff reporting 13 years or more service in Long Beach Schools.

New staff (0-3 years), however, reported higher percents of agreement with Communication, Evaluation Procedures, Recognition, Working Conditions in the Long Beach Unified School District, and Confidence in District Administration.

Table 17

Percent of Responses to District Items on
Database Management Information Surveys Completed by
Members of School Staffs According to their Years of Service in the Long Beach Unified School District
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* of Members of School Staffs According to Years of Service:														
	0-3 Years (N = 1,139)			4-6 Years (N = 670)			7-12 Years (N = 630)			13-20 Years (N = 607)			Over 20 Years (N = 750)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	45%	46%	8%	40%	49%	11%	34%	57%	8%	39%	49%	12%	41%	48%	11%
Decision Making	64%	31%	5%	61%	36%	4%	64%	34%	2%	67%	31%	3%	65%	33%	1%
Program Quality	89%	7%	4%	87%	10%	2%	90%	8%	2%	92%	6%	2%	92%	7%	1%
Communication	55%	28%	16%	43%	51%	6%	45%	49%	6%	45%	51%	4%	48%	49%	3%
Clarity of Purpose	72%	16%	12%	69%	25%	5%	73%	25%	3%	75%	23%	3%	69%	27%	4%
Evaluation Procedures	70%	19%	11%	66%	30%	3%	60%	36%	4%	56%	41%	4%	51%	44%	5%
Recognition	73%	21%	6%	58%	40%	2%	54%	45%	2%	56%	43%	2%	56%	43%	2%
Work Environment	93%	4%	2%	92%	6%	2%	90%	8%	2%	90%	8%	2%	88%	11%	1%
District Support	62%	18%	20%	62%	26%	12%	64%	28%	9%	68%	23%	9%	65%	28%	7%
Confidence in District Administration	70%	16%	14%	63%	28%	9%	65%	27%	7%	66%	26%	9%	63%	33%	4%

Note: The number of respondents shown on this table does not total 4,113 (see Table 9) because 293 staff members did not indicate the number of years in the Long Beach Unified School District.

---

*Percents may not total 100% due to rounding.

Parents, representative of all ethnic groups surveyed, were in close agreement on the adequacy of math, reading, and language instruction, friendliness (feeling welcome at their children's schools), and the upkeep of school buildings and facilities (Table 18).

Hispanic parents reported the lowest percent of agreement regarding knowing how to get involved in district activities. Black parents and White parents reported the least willingness to send their children to year-round schools. White parents reported the lowest percent of agreement that there are open lines of communication in the district (Table 18).

Table 18

Percent of Responses to District Items on Database Management Information Surveys Completed by Parents of Various Ethnic Groups
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by Parents of the Ethnic Group Indicated:														
	American Indian (N : 948)			Black (N : 4,534)			Hispanic (N : 6,635)			Asian, Filipino, Pacific Islander (N : 5,387)			White (N : 11,816)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	66%	30%	4%	49%	44%	7%	64%	30%	6%	72%	24%	4%	42%	48%	10%
Involvement	73%	14%	13%	69%	15%	16%	58%	17%	25%	68%	18%	15%	72%	16%	11%
Communication	75%	15%	10%	70%	16%	14%	77%	10%	13%	77%	11%	12%	64%	21%	15%
Clarity of Purpose	74%	14%	12%	67%	16%	17%	74%	11%	15%	77%	11%	12%	60%	24%	16%
Facilities Upkeep	87%	10%	3%	90%	7%	3%	88%	9%	3%	87%	10%	3%	89%	10%	2%
Discipline	81%	11%	8%	80%	12%	8%	86%	8%	5%	85%	10%	5%	75%	13%	12%
Friendliness	89%	8%	3%	92%	6%	2%	94%	4%	2%	92%	5%	2%	92%	6%	2%
Adequate Reading Instruction	86%	9%	5%	85%	9%	5%	90%	7%	3%	86%	9%	5%	86%	10%	4%
Adequate Math Instruction	84%	11%	5%	85%	10%	5%	89%	7%	4%	87%	9%	4%	86%	11%	4%
Adequate Language Instruction	86%	9%	5%	86%	9%	5%	89%	7%	4%	89%	8%	3%	85%	11%	4%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,769 parents did not identify their ethnic group.

---

*Percents may not total 100% due to rounding.

With the exception of the item regarding knowledge of how to get involved in district activities, parents of non-neighborhood students reported slightly higher percents of agreement with district items than did parents of neighborhood students (Table 19).

Table 19

Percent of Responses to District Items on Database Management Information Surveys Completed by Parents of Students Attending Neighborhood and Non-Neighborhood Schools Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by:					
	Parents of Students Attending Neighborhood Schools (N = 20,744)			Parents of Students Attending Non-Neighborhood Schools (N = 8,412)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	51%	41%	8%	59%	33%	7%
Involvement	68%	16%	16%	67%	18%	15%
Communication	69%	16%	14%	73%	14%	12%
Clarity of Purpose	67%	18%	15%	70%	15%	15%
Facilities Upkeep	88%	10%	2%	90%	7%	3%
Discipline	79%	12%	9%	83%	9%	8%
Friendliness	92%	5%	2%	93%	5%	3%
Adequate Reading Instruction	86%	9%	4%	87%	8%	4%
Adequate Math Instruction	86%	10%	4%	87%	9%	4%
Adequate Language Instruction	86%	10%	4%	88%	8%	4%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,933 parents did not indicate neighborhood or non-neighborhood school.

---

*Percents may not total 100% due to rounding.

Analysis of the percent of responses of parents according to years their children have been enrolled in Long Beach schools suggests that the longer parents are in the school system, the more likely they are to understand how to get involved in district activities. However, the percent of parents agreeing with most other items decreased after 5 years or more in the system (Table 20).

Table 20

Percent of Responses to
District Items on the Database Management Information Surveys
Completed by Parents According to the Number of Years Their Children Have Been Enrolled in Long Beach Schools
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* of Parents According to Years Children in Long Beach Schools:														
	0-2 Years (N = 9,888)			3-5 Years (N = 8,848)			6-8 Years (N = 5,161)			9-11 Years (N = 2,910)			12 or More Years (N = 2,946)		
	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information	Agree	Disagree	Not Enough Information
Year-Round Schools	60%	33%	7%	55%	37%	8%	51%	42%	7%	42%	49%	8%	44%	47%	9%
Involvement	65%	16%	19%	69%	16%	15%	67%	17%	16%	68%	19%	13%	73%	16%	11%
Communication	73%	11%	16%	71%	16%	13%	70%	17%	13%	63%	24%	13%	66%	24%	11%
Clarity of Purpose	71%	12%	17%	69%	17%	14%	67%	19%	14%	62%	25%	14%	60%	26%	14%
Facilities Upkeep	90%	7%	3%	88%	10%	2%	87%	11%	2%	87%	11%	2%	88%	10%	2%
Discipline	82%	8%	10%	82%	11%	7%	80%	13%	7%	75%	14%	11%	73%	16%	11%
Friendliness	94%	4%	2%	93%	5%	2%	92%	5%	2%	89%	8%	3%	88%	9%	3%
Adequate Reading Instruction	87%	7%	6%	89%	8%	3%	86%	10%	4%	83%	13%	4%	83%	13%	4%
Adequate Math Instruction	86%	8%	6%	89%	9%	3%	86%	11%	3%	84%	13%	3%	83%	14%	3%
Adequate Language Instruction	88%	7%	5%	88%	9%	3%	86%	10%	4%	82%	14%	4%	82%	14%	4%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,336 parents did not indicate number of years in Long Beach schools.

---

*Percents may not total 100% due to rounding.

Spanish-speaking parents reported the highest percents of agreement of the non-English-speaking parent groups, except in the area of understanding how to get involved in district activities (Table 21).

When compared to the responses of non-English-speaking parents, English-speaking parents tended to be more critical of how discipline is handled at their children's schools and reported less agreement with clarity of district goals and policy, open lines of communication, and year-round schools (Table 21).

Table 21

Percent of Responses to District Items on
Database Management Information Surveys Completed in Different Languages by Parents
Fall 1986

DISTRICT TOTAL

Items	Percent of Responses* Chosen by Parents in the Languages Indicated:														
	English (N = 22,908)			Vietnamese (N = 873)			Cambodian (N = 1,739)			Hispanic (N = 3,649)			Other (N = 646)		
	Agree	Disagree	Not Enough Infor-mation	Agree	Disagree	Not Enough Infor-mation	Agree	Disagree	Not Enough Infor-mation	Agree	Disagree	Not Enough Infor-mation	Agree	Disagree	Not Enough Infor-mation
Year-Round Schools	46%	46%	8%	80%	15%	4%	84%	12%	4%	77%	17%	6%	72%	22%	6%
Involvement	70%	17%	14%	68%	15%	17%	73%	17%	10%	54%	13%	32%	56%	27%	17%
Communication	68%	18%	14%	79%	12%	10%	78%	12%	9%	82%	6%	13%	68%	17%	15%
Clarity of Purpose	64%	20%	16%	79%	10%	11%	82%	10%	8%	77%	7%	16%	70%	15%	16%
Facilities Upkeep	89%	9%	2%	86%	9%	5%	89%	8%	3%	88%	8%	4%	79%	16%	5%
Discipline	78%	12%	10%	86%	10%	5%	86%	10%	4%	91%	5%	4%	76%	15%	8%
Friendliness	92%	6%	2%	90%	7%	3%	91%	6%	3%	96%	3%	2%	85%	12%	3%
Adequate Reading Instruction	86%	10%	4%	87%	9%	4%	86%	10%	4%	93%	4%	3%	79%	13%	8%
Adequate Math Instruction	86%	10%	4%	86%	9%	5%	86%	10%	4%	91%	6%	3%	80%	13%	7%
Adequate Language Instruction	86%	10%	4%	88%	7%	4%	88%	9%	3%	92%	5%	4%	81%	14%	5%

Note: The number of respondents shown on this table does not total 31,089 (see Table 9) because 1,274 parents did not indicate the language in which they responded.

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*Percents may not total 100% due to rounding.

APPENDIX A

MATRIX FOR GOAL AREA PLANNING

DATA SOURCES FOR GOAL AREA PLANNING

1. Adequate Funding	2. Adequate Facilities	3. [illegible] School/ Community Needs	4. Curriculum Instruction	5. Personnel Recruitment/ Selection/ Retention	6. Staff Interaction	7. Technology	8. Leadership
Cost of Salaries Study	Master Plan 6/86	Racial/ Ethnic Survey 2/87	DATABASE Survey	Salary Studies	DATABASE Survey	Partnership Program	DATABASE Survey
	Facilities Study With City 1/87	DATABASE Parents Survey	CAT Test Scores CIC PACE CAP Test Scores SAT Scores Physical Performance	Employee Racial/ Ethnic			
	Attendance/ Transitory Factor by School	Enrollment Projections	Program Review	CBEDS Report: Facilitator Definition Impact on Ryan Ratio			
	Enrollment Projections	SDT Data	Proj. Eval. Termination Policy (SI Only) Project Schools				
		Dropout Study (In progress)	Chap. 1/SCE				
		Segregated School Study 1/86	Magnet Assistance Program				
		Language Census (R30-LC)	Class Size Studies				
		College Study: GPA Repts.	SHS Marks Study				
			DEMO Math				
			EIA-LEP Report				
			EONA Report				

APPENDIX B

GOAL-SETTING PROCESS MATERIALS

long
beach
unified
school
district

OFFICE OF DIRECTOR OF RESEARCH

Date September 17, 1986

To: Selected Administrators

Subject: Homework for September 25 Planning Meeting

Attached is the homework we promised as part of the preparation for the September 25th planning session at SWRL. Please discuss with appropriate staff members and bring your responses to the meeting. If you have any questions, please call X 1226.

Lewis A. Prilliman
Director

long
beach
unified
school
district

OFFICE OF THE DIRECTOR OF RESEARCH

DIRECTIONS: Listed below is a news article characterizing one possible scenario based on district projections for the year 2,000. In preparation for the Superintendent's goal-setting meeting on Sept. 25, 1986, please gather input from your staff to assist you in answering the questions that follow the scenario. The issues raised by you and your staff may be broader than those alluded to in the article. Please bring this completed form with you and be ready to share it on Sept. 25th.

PRESS-TELEGRAM

Long Beach, California, September 12, 1999

"MILLENNIUM FEVER" MOUNTS AS LONG BEACH UNIFIED SCHOOL DISTRICT PLANS CELEBRATION FOR THE TURN OF THE CENTURY

A LOOK AT THE STATE

As 1999 ends, California does not look vastly different from the way it looked 15 years ago--at least on the surface. But California has faced some major problems and has undergone rapid demographic changes in the past 15 years. The increased numbers of very young and very old Californians created shock waves felt in the last decade and a half as these populations made increasing demands on state services. Californians were forced to face the reality that California had been locked rather solidly in an "era of limits." Our natural resources were finite. We did not have the funding capacity to do everything. Even our technology--which we all depend on for growth--created problems such as toxic waste. The challenge facing California in that era of limits was to anticipate emerging problems so they could be resolved before they overwhelmed us. This required us to set priorities, make choices, and plan for the future--activities that had traditionally run counter to both our nature and our established practices of formulating public policy.

Today's questions: Were we successful? Did we discover not only that our problems were manageable, but that they yielded unexpected opportunities to prepare California for the 21st century?

THE LOCAL PICTURE

The 123,000 students attending year-round schools in Long Beach are planning a series of activities to mark the turn of the century. The community has planned some cultural events to be held at the community technology centers throughout the city.

Activities directed by the various business partnerships include telecommunications projects with other countries and scholarships for student apprenticeships at corporate locations around the world. The work/study cooperative programs that all high school students currently participate in have contributed greatly to reducing the drop out rate that reached its peak in 1990. This program was the result of an overcrowding at the secondary level and began in 1991.

Keynoting the graduation services for the class of 2000, Dr. Alecia Sanchez, District Superintendent, has selected the theme, "The Future is Now." With a 93% holding rate, the district will graduate some 15,000 seniors this year.

* * *

I. Looking ahead to the year 2,000, what six major issues should this school district be addressing?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

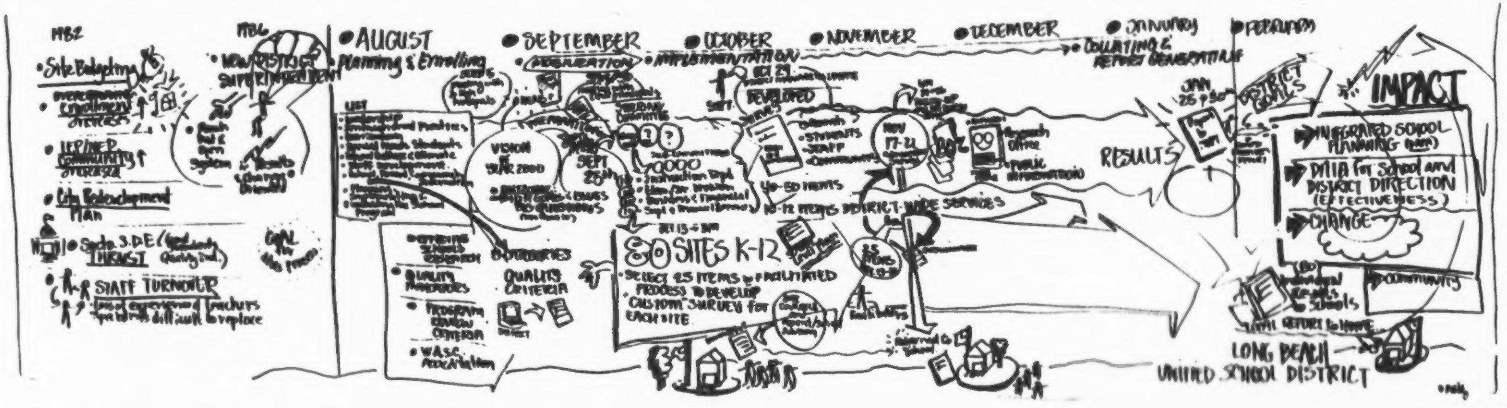
6. ______________________________

II. What new services will your department need to provide in order to address these issues?

III. What new skills will administrators need to manage the major issues identified in Item I?

Long Beach Unified School District

District Data Based Goal-Setting

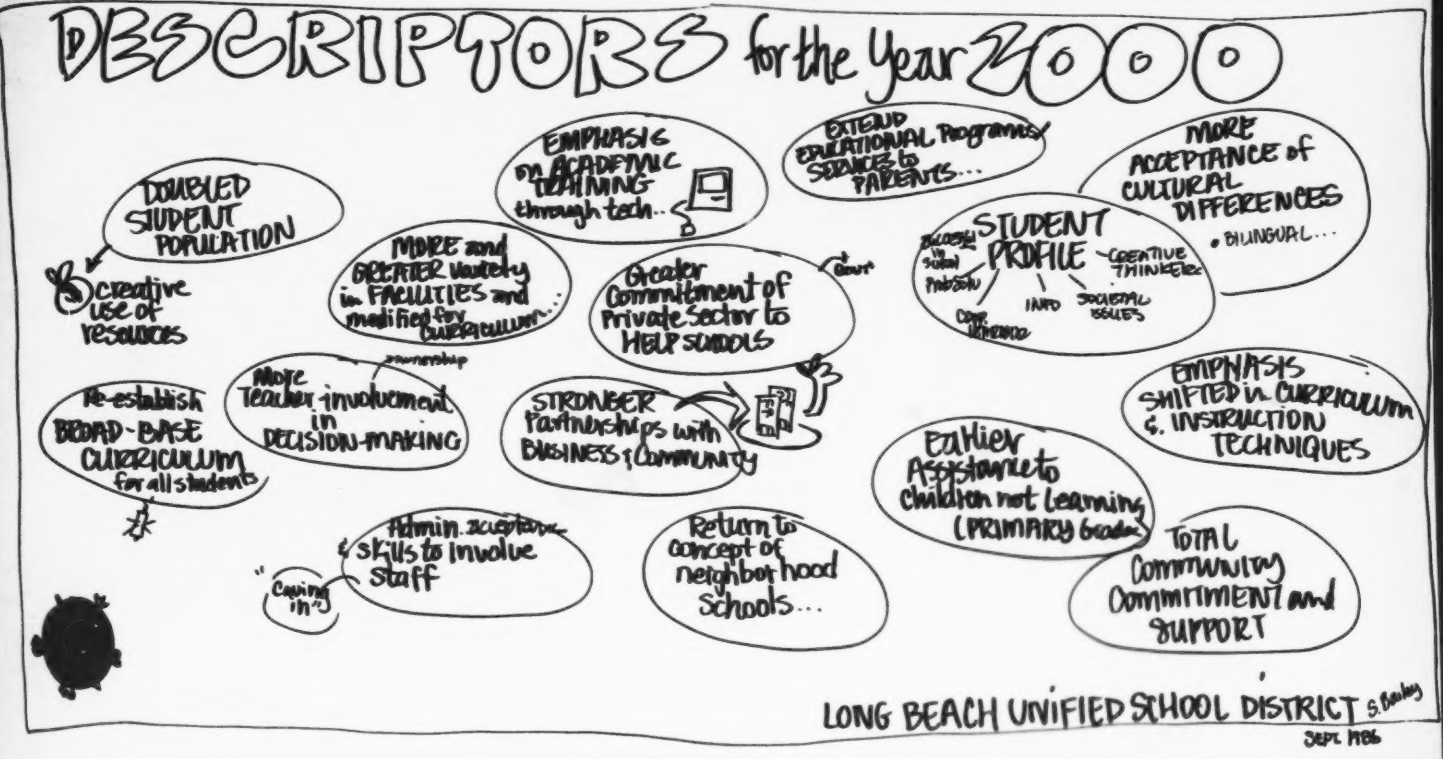

1982
• Site Budgeting
• Enrollment increases
• LEP/NEP Community increase
• City Redevelopment Plan
• State S.D.E. THRUST (Quality Ind.)
• STAFF TURNOVER
loss of experienced teachers difficult to replace
1986
• NEW DISTRICT SUPERINTENDENT
GOAL for this process
• AUGUST
• Planning & Enrolling
LIST
VISION of YEAR 2000
• SEPTEMBER
SEPT 25th
ISSUES
QUESTIONS
QUALITY CRITERIA
• PROGRAM REVIEW CRITERIA
• W.A.S.C. Accreditation
• OCTOBER
• IMPLEMENTATION
OCT 29
DEVELOPED
SEPT.
• Instruction Dept.
• STUDENTS
• STAFF
• Community
40-50 ITEMS
10-12 ITEMS DISTRICT-WIDE SERVICES
80 SITES K-12
• SELECT 25 ITEMS by FACILITATED PROCESS TO DEVELOP
• "CUSTOM" SURVEY for EACH SITE
• NOVEMBER
NOV 17-21
Research Office
Public Information
• DECEMBER
• JANUARY
• COLLATING & REPORT GENERATION
RESULTS
JAN 25 & 30th
• FEBRUARY
DISTRICT GOALS
IMPACT
INTEGRATED SCHOOL PLANNING
DATA for School and DISTRICT DIRECTION (EFFECTIVENESS)
CHANGE
(80) individual reports to Schools
COMMUNITY
LONG BEACH UNIFIED SCHOOL DISTRICT

Suzanne Bailey

Process Map created at September 8th Planning Meeting

Superintendent's Goal-setting Meeting

- Future's Vision
- Sept. 25, 1986
- SWRL Center



DESCRIPTORS for the Year 2000

DOUBLED STUDENT POPULATION

creative use of resources

EMPHASIS on ACADEMIC TRAINING through tech...

EXTEND EDUCATIONAL Programs/SERVICES to PARENTS...

MORE ACCEPTANCE of CULTURAL DIFFERENCES

- BILINGUAL...

MORE and GREATER variety in FACILITIES and modified for CURRICULUM...

Greater Commitment of Private Sector to HELP SCHOOLS

GOVT

STUDENT PROFILE

Success in school

ProbSolv

COMP. literacy

INFO

SOCIETAL ISSUES

CREATIVE THINKERS

Re-establish BROAD-BASE CURRICULUM for all students

More Teacher involvement in DECISION-MAKING

ownership

STRONGER Partnerships with BUSINESS & COMMUNITY

EMPHASIS SHIFTED in CURRICULUM & INSTRUCTION TECHNIQUES

Earlier Assistance to children not Learning (PRIMARY Grades

Admin. acceptance & skills to involve staff

"Caving in"

Return to concept of neighborhood Schools...

TOTAL COMMUNITY COMMITMENT and SUPPORT

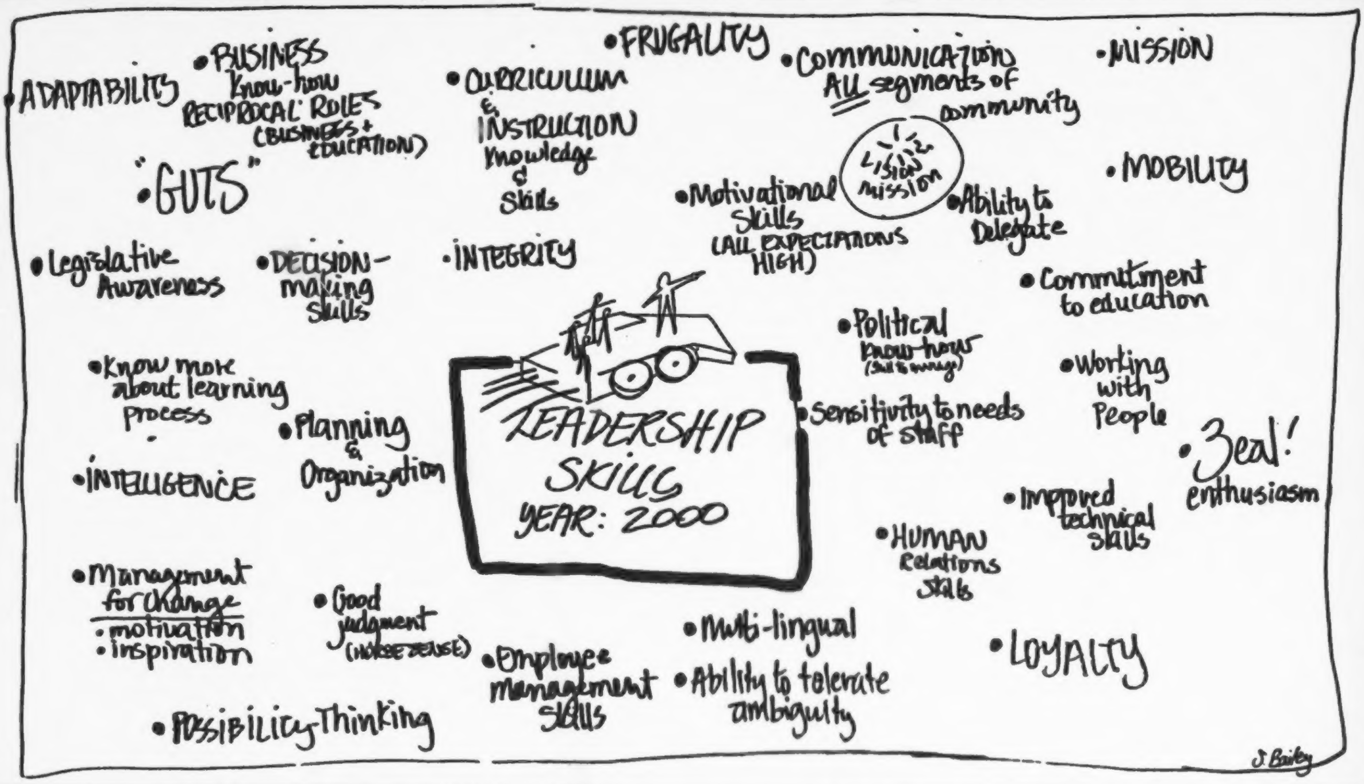
LONG BEACH UNIFIED SCHOOL DISTRICT S. Bailey

Sept 1986

Long Beach Unified School District

Superintendent's Goal-setting Meeting

- **Future's Vision** **Sept. 25, 1986** **SWRL Center**

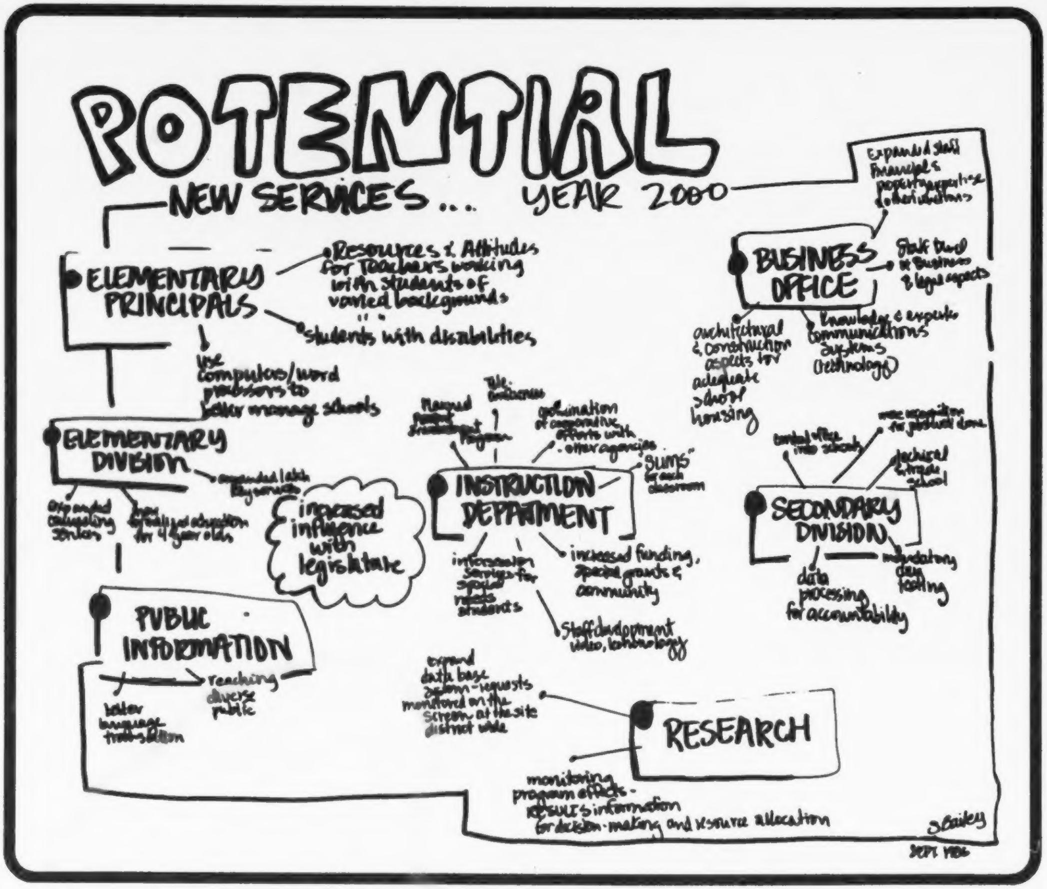


ADAPTABILITY
BUSINESS Know-how RECIPROCAL ROLES (BUSINESS + EDUCATION)
"GUTS"
CURRICULUM & INSTRUCTION Knowledge & Skills
FRUGALITY
COMMUNICATION ALL segments of community
MISSION
VISION mission
MOBILITY
Motivational Skills (ALL EXPECTATIONS HIGH)
Ability to Delegate
Legislative Awareness
DECISION-making Skills
INTEGRITY
Commitment to education
Political know-how (Skill to manage)
Know more about learning process
Planning & Organization
LEADERSHIP SKILLS YEAR: 2000
Sensitivity to needs of staff
Working with People
Zeal! enthusiasm
INTELLIGENCE
Improved technical skills
HUMAN Relations Skills
Management for change
motivation
inspiration
Good judgment (HORSE SENSE)
Multi-lingual
LOYALTY
Employee Management Skills
Ability to tolerate ambiguity
POSSIBILITY-Thinking
J. Bailey

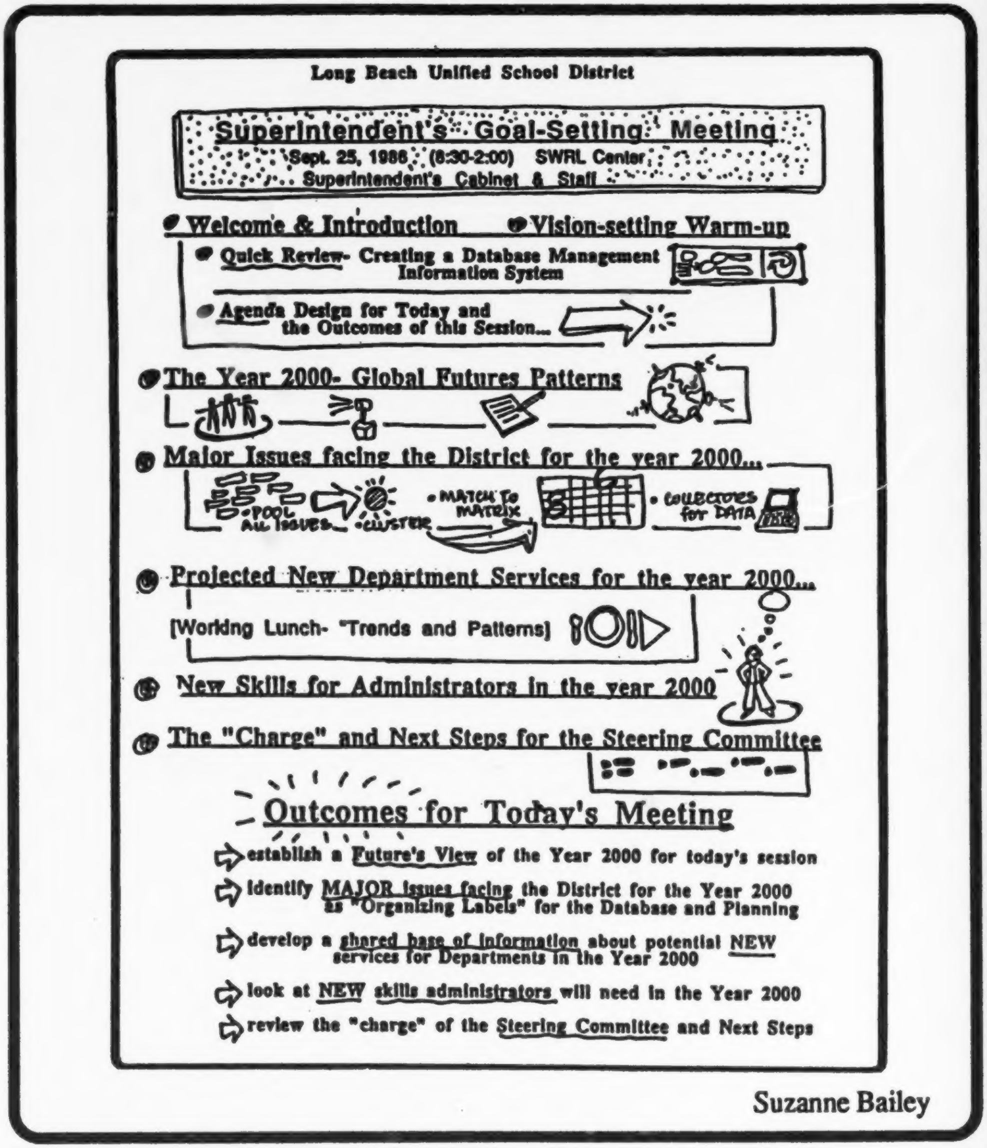
Long Beach Unified School District

Superintendent's Goal-setting Meeting

- **Future's Vision**
- **Sept. 25, 1986**
- **SWRL Center**


POTENTIAL
NEW SERVICES... YEAR 2000
ELEMENTARY PRINCIPALS
Resources & Attitudes for Teachers working with students of varied backgrounds
" " students with disabilities
use computers/word processors to better manage schools
ELEMENTARY DIVISION
expanded latch key services
expanded counseling services
increased influence with legislature
PUBLIC INFORMATION
reaching diverse public
better language translation
INSTRUCTION DEPARTMENT
Tele-conferences
coordination of cooperative efforts with other agencies
"SUMS" for each classroom
information services for special needs students
increased funding, special grants & community
Staff development video, technology
expand data base system - requests monitored on the screen at the site district wide
RESEARCH
monitoring program effects - results information for decision-making and resource allocation
BUSINESS OFFICE
Expanded staff financial & property expertise & other situations
Staff devel. in business & legal aspects
architectural & construction aspects for adequate school housing
knowledge & expertise communications systems (technology)
SECONDARY DIVISION
central office into schools
technical & trade school
data processing for accountability
mandatory drug testing
S Bailey
SEPT 1986

Long Beach Unified School District



Long Beach Unified School District

Superintendent's Goal-Setting Meeting
Sept. 25, 1986 (8:30-2:00) SWRL Center
Superintendent's Cabinet & Staff

- Welcome & Introduction
- Vision-setting Warm-up
  - Quick Review- Creating a Database Management Information System
  - Agenda Design for Today and the Outcomes of this Session...
- The Year 2000- Global Futures Patterns
- Major Issues facing the District for the year 2000...
- Projected New Department Services for the year 2000...

[Working Lunch- "Trends and Patterns]

- New Skills for Administrators in the year 2000
- The "Charge" and Next Steps for the Steering Committee

Outcomes for Today's Meeting

- establish a Future's View of the Year 2000 for today's session
- identify MAJOR issues facing the District for the Year 2000 as "Organizing Labels" for the Database and Planning
- develop a shared base of information about potential NEW services for Departments in the Year 2000
- look at NEW skills administrators will need in the Year 2000
- review the "charge" of the Steering Committee and Next Steps

Suzanne Bailey

Long Beach Unified School District

APPENDIX C

SAMPLE SURVEY FORMS FOR PARENTS, STAFF, AND STUDENTS

PARENT SURVEY

Dear Parent,

Our schools exist for one reason: to help children learn. We want to know how our schools are doing in a number of areas that are directly related to higher student achievement. Opinions of parents, students and teachers are very helpful when plans are being made to improve education. The information you provide is the heart of a new districtwide effort to collect responses from a variety of sources. Your survey answers will be used when planning programs at your child's school.

In order for us to have information on all students in the district, we are requesting that you fill out a separate questionnaire for each child attending a school in the Long Beach Unified School District.

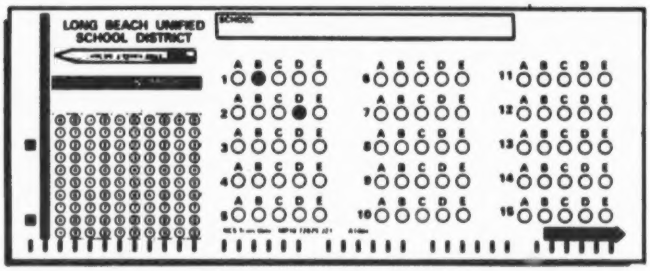
Thank you for taking time to share your opinions about your school and school district.

Your School Advisory Council

Since the responses to the questionnaire will be summarized by computer, please look closely at the directions below:

- MARK your responses on the enclosed ANSWER SHEET. USE THE PENCIL ENCLOSED. MAKE NO STRAY MARKS ON THE ANSWER SHEET.
- Mark your lettered choice (A, B, C, D, E) from the questionnaire with the same letter on the answer sheet.

A = STRONGLY AGREE
B = AGREE
C = DISAGREE
D = STRONGLY DISAGREE
E = NOT ENOUGH INFORMATION


LONG BEACH UNIFIED SCHOOL DISTRICT
SCHOOL
A B C D E

- RETURN YOUR ANSWER SHEET AND COMMENTS PAGE by NOVEMBER 21 to your child's school in the envelope provided.
- Do not write your name on the answer sheet. All information you provide is confidential and will not be identified as to its source.

A NOTE FROM THE SUPERINTENDENT

Your views are important. Our school and school district goals for 1987 will be based upon your responses to this survey. Thank you for helping us do the best possible job educating children.

E. Tom Giugni
Superintendent of Schools

PARENT SURVEY

TO WHAT DEGREE DO YOU AGREE WITH THE FOLLOWING STATEMENTS ?

ANSWER CHOICES

A = STRONGLY AGREE
B = AGREE
C = DISAGREE
D = STRONGLY DISAGREE
E = NOT ENOUGH INFORMATION

LEADERSHIP

1. When I have concerns, the administrators at this school are willing to listen to me.

2. Goals, standards, and expectations for student achievement and behavior have been clearly stated by the principal and staff.

3. There is schoolwide agreement that all students need to develop their skills of reading, writing, speaking, listening, thinking, calculating, and that the teaching of these skills is the responsibility of every teacher.

4. Teachers, administrators, parents, and students share responsibility for maintaining discipline in this school.

INSTRUCTIONAL PRACTICES

5. Teachers at this school communicate high expectations to all students.

6. Teachers at this school are interested and cooperative when I discuss my child's academic progress.

7. The curriculum prepares each student adequately for the next step in the instructional process.

8. Teachers expect high quality work, including homework from students at this school.

THE CURRICULUM

9. The curriculum is rigorous and challenges each student.

10. Students read a wide variety of books and other written materials to develop reading skills, increase fluency, and gain information.

11. Students complete meaningful writing assignments regularly.

12. Students show increased skill in oral language at each grade level.

ANSWER CHOICES

****
*   A = STRONGLY AGREE   *
*   B = AGREE   *
*   C = DISAGREE   *
*   D = STRONGLY DISAGREE   *
*   E = NOT ENOUGH INFORMATION   *
****

13. Teachers assign practical application projects that enable students to solve "real-world" problems.

14. The science curriculum is balanced and includes life, earth, and physical sciences, the interdependence of people with the natural environment, and the historical development of science.

15. The study of history and social science is a regular part of the program at all grade levels.

SPECIAL NEEDS STUDENTS

16. Opportunities exist for gifted and talented students to take challenging courses and move rapidly through the regular curriculum.

SCHOOL CULTURE / CLIMATE

17. The school environment is oriented toward personal and academic success.

18. The school's focus on learning is commonly shared by administrators, teachers, students, and parents.

19. This school emphasizes and rewards the achievements of students, teachers, and the school.

20. School rules are enforced fairly, consistently, and effectively by teachers and administrators.

21. Teachers evidence a positive attitude about themselves, their profession, and their students.

SCHOOL/PARENT/COMMUNITY INTERACTION

22. Teachers regularly communicate with parents about students' work.

23. The importance of the parent in the education of the student is regularly emphasized by the principal and teachers.

24. Parents are kept aware of their children's progress and encouraged to help.

25. Parents have regular opportunities to share their expectations regarding the school program.

PLANNING/IMPLEMENTING/EVALUATING THE PROGRAM

26. Staff, principal, students, and parents are involved together in the planning process.

ANSWER CHOICES

```
++++++++++++++++++++++++++++++++++
+    A = STRONGLY AGREE          +
+    B = AGREE                   +
+    C = DISAGREE                +
+    D = STRONGLY DISAGREE       +
+    E = NOT ENOUGH INFORMATION  +
++++++++++++++++++++++++++++++++++
```

27. I would be willing to let my child attend a year-round school.

28. I know how to get involved in the activities of this school district.

29. I feel that there are open lines of communications in this school district.

30. The school district clearly communicates its philosophy, goals, and policies to the community.

31. The school buildings and grounds are well kept.

32. Student discipline is being properly handled at my child's school.

33. I am made to feel welcome at my child's school.

34. My child is receiving adequate instruction in reading.

35. My child is receiving adequate instruction in math.

36. My child is receiving adequate instruction in language (writing, speaking, and listening).

THE FOLLOWING INFORMATION IS NEEDED FOR STATISTICAL PURPOSES ONLY; HOWEVER, THIS INFORMATION IS EQUALLY AS IMPORTANT AS YOUR OPINIONS.

37. What is the current grade level of the student for whom you are responding?

A. Kindergarten or Grade 1
B. Grade 2 or 3
C. Grade 4, 5, or 6
D. Grade 7, 8, or 9
E. Grade 10, 11, or 12

38. How many years has the student attended this school?

A. 0-2 years
B. 3 years
C. 4 years
D. 5 years
E. 6-7 years

39. How many years have you had a child(ren) in the Long Beach Unified School District?

A. 0-2 years
B. 3-5 years
C. 6-8 years
D. 9-11 years
E. 12 years or more

40. What is the ethnicity of your student?

A. American Indian
B. Black
C. Hispanic
D. Asian, Filipino, or Pacific Islander
E. White, not of Hispanic origin

41. In what language have you responded to this questionnaire?

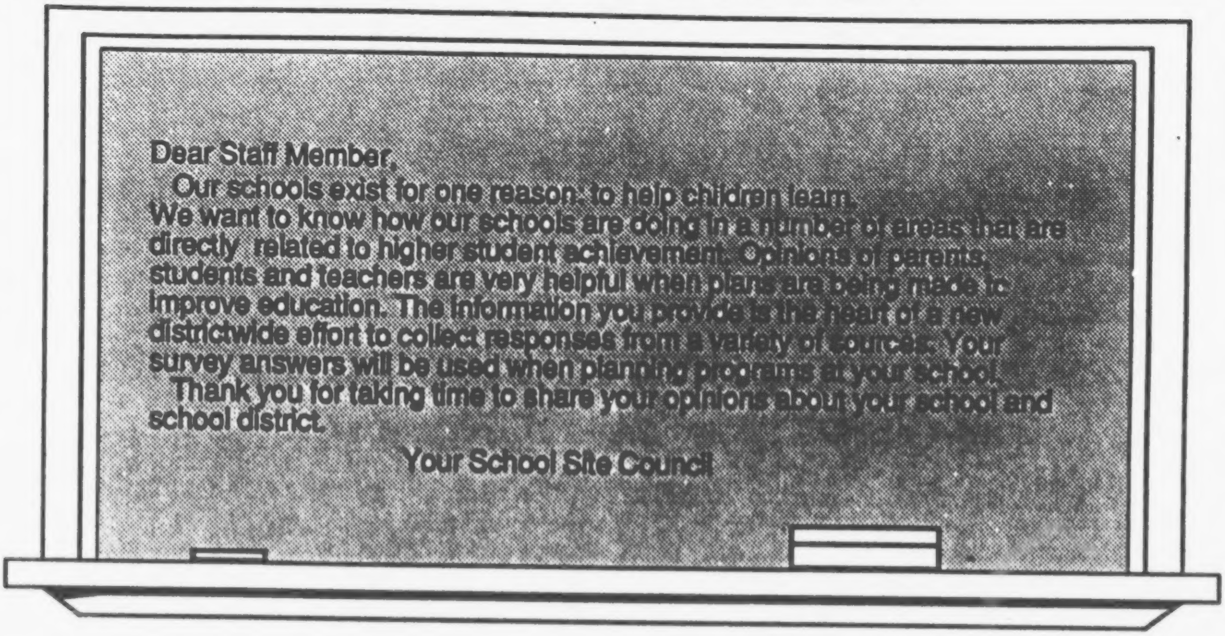
A. English
B. Vietnamese
C. Cambodian
D. Hispanic
E. Other

42. Does your student attend your neighborhood school?

A. Yes
B. No

long
beach
unified
school
district

STAFF SURVEY



Dear Staff Member,

Our schools exist for one reason: to help children learn. We want to know how our schools are doing in a number of areas that are directly related to higher student achievement. Opinions of parents, students and teachers are very helpful when plans are being made to improve education. The information you provide is the heart of a new districtwide effort to collect responses from a variety of sources. Your survey answers will be used when planning programs at your school.

Thank you for taking time to share your opinions about your school and school district.

Your School Site Council

Since the responses to the questionnaire will be summarized by computer, please look closely at the directions below:

- **MARK your responses on the enclosed ANSWER SHEET. USE THE PENCIL ENCLOSED. MAKE NO STRAY MARKS ON THE ANSWER SHEET.**
- **Mark your lettered choice (A, B, C, D, E) from the questionnaire with the same letter on the answer sheet.**

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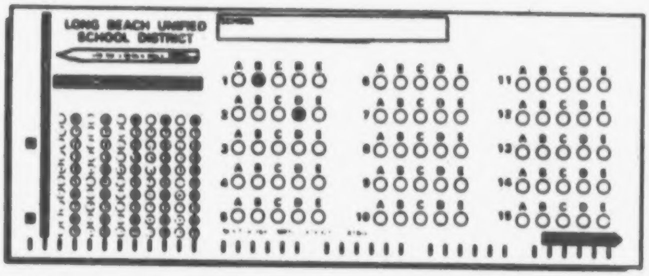
B = AGREE
C = DISAGREE
D = STRONGLY DISAGREE
E = NOT ENOUGH INFORMATION


LONG BEACH UNIFIED SCHOOL DISTRICT

- **Do not write your name on the answer sheet. All information you provide is confidential and will not be identified as to its source.**

A NOTE FROM THE SUPERINTENDENT

Your views are important. Our school and school district goals for 1987 will be based upon your responses to this survey. Thank you for helping us do the best possible job educating children.

E. Tom Giugni
Superintendent of Schools

STAFF SURVEY

TO WHAT DEGREE DO YOU AGREE WITH THE FOLLOWING STATEMENTS ?

```
            ANSWER CHOICES
***********************************
*   A = STRONGLY AGREE            *
*   B = AGREE                     *
*   C = DISAGREE                  *
*   D = STRONGLY DISAGREE         *
*   E = NOT ENOUGH INFORMATION    *
***********************************
```

LEADERSHIP

1. There is schoolwide agreement that all students need to develop their skills of reading, writing, speaking, listening, thinking, calculating, and that the teaching of these skills is the responsibility of every teacher.

2. The principal has high expectations for teachers and students.

3. The principal supports and encourages staff members' efforts to improve instruction.

4. Administrators at this school support teachers in matters related to discipline.

5. Each staff member understands the school-wide program, what his/her responsibilities are, and how these responsibilities relate to what others are doing.

INSTRUCTIONAL PRACTICES

6. Teachers at this school communicate high expectations to all students.

7. Teachers are interested in and enthusiastic about their subjects and able to inspire enthusiasm in students.

8. The curriculum prepares each student adequately for the next step in the instructional process.

9. Student instruction includes whole-group, small-group, and individualized instruction, as appropriate to the content and student needs.

10. Classroom time is well managed for maximum concentration on teaching/learning activities.

THE CURRICULUM

11. The curriculum is rigorous and challenges each student.

12. Students develop skills in the four levels of comprehension: literal, interpretive, applicative, and critical.

ANSWER CHOICES

****
*   A = STRONGLY AGREE   *
*   B = AGREE   *
*   C = DISAGREE   *
*   D = STRONGLY DISAGREE   *
*   E = NOT ENOUGH INFORMATION *
****

13. High priority is given to the development of writing skills for all students.

14. Students regularly participate in activities designed to develop oral language skills.

15. Students are encouraged to solve problems in a variety of ways.

16. The science curriculum is balanced and includes life, earth, and physical sciences, the interdependence of people with the natural environment, and the historical development of science.

17. The curriculum offers a variety of art experiences, including creative expression and higher level conceptual development.

18. Students gain insights into the role the arts have played in the development and sharing of cultures throughout the world.

SPECIAL NEEDS STUDENTS

19. Extra support is provided for students with special needs.

20. Regular classroom teachers communicate with those who provide special services to plan each student program.

SCHOOL CULTURE / CLIMATE

21. Morale of staff and students is high.

22. The school environment is oriented toward personal and academic success.

23. Teachers evidence a positive attitude about themselves, their profession, and their students.

24. Teachers receive recognition that acknowledges excellence in teaching, curricular knowledge, special abilities, and willingness to contribute time to student activities.

25. Problems are solved rather than ignored in this school.

26. In general, teachers' opinions are valued in decision making.

ANSWER CHOICES

A = STRONGLY AGREE
B = AGREE
C = DISAGREE
D = STRONGLY DISAGREE
E = NOT ENOUGH INFORMATION

STAFF DEVELOPMENT

27. The content of staff development activities is problem-centered, school-based, and clearly reflects school goals for student achievement.

28. Staff members use information and techniques learned in staff development activities.

SCHOOL/PARENT/COMMUNITY INTERACTION

29. Teachers regularly communicate with parents about students' work.

30. Parents and community members are involved in the school program.

31. Parents are kept aware of their children's progress and encouraged to help.

32. Parents encourage students to complete homework and offer to help if needed.

33. Parents support/attend school events.

PLANNING/IMPLEMENTING/EVALUATING THE PROGRAM

34. There is a plan for ongoing analysis and evaluation of student performance, staff performance, and instructional program implementation in all areas.

35. Staff, principal, students, and parents are involved together in the planning process.

ANSWER CHOICES

A = STRONGLY AGREE
B = AGREE
C = DISAGREE
D = STRONGLY DISAGREE
E = NOT ENOUGH INFORMATION

36. I would be willing to be assigned to a year-round school.

37. I have opportunities to be included in decision-making that affects me and my job.

38. I believe the district offers a good overall educational program.

39. There are good lines of communication in this district.

40. The Long Beach Unified School District clearly communicates its philosophy, goals, and policies to staff and community.

41. The current job evaluation procedures help employees improve their performance.

42. I am satisfied with the recognition and appreciation I receive for my performance and accomplishments in this district.

43. The Long Beach Unified School District is a good place to work.

44. I get the help I need from the support staff at the district office.

45. In general, I respect and have confidence in the staff at the district office.

THE FOLLOWING INFORMATION IS NEEDED FOR STATISTICAL PURPOSES ONLY; HOWEVER, THIS INFORMATION IS EQUALLY AS IMPORTANT AS YOUR OPINIONS.

46. What is your current position at this school?

A. Teacher
B. Administrator
C. Classified Staff
D. Certificated Support Staff (Counselors, Resource Teacher, etc.)
E. Other (Aides)

47. If applicable, mark your current grade level assignment; if not, mark E.

A. Kdg.-Grade 3
B. Grade 4-6
C. Grade 7-9
D. Grade 10-12
E. Does not apply

48. How many years have you worked in the Long Beach Unified School District?

A. 0-3 years
B. 4-6 years
C. 7-12 years
D. 13-20 years
E. Over 20 years

49. How many years have you been at this school?

A. 0-3 years
B. 4-6 years
C. 7-12 years
D. 13-20 years
E. Over 20 years

long
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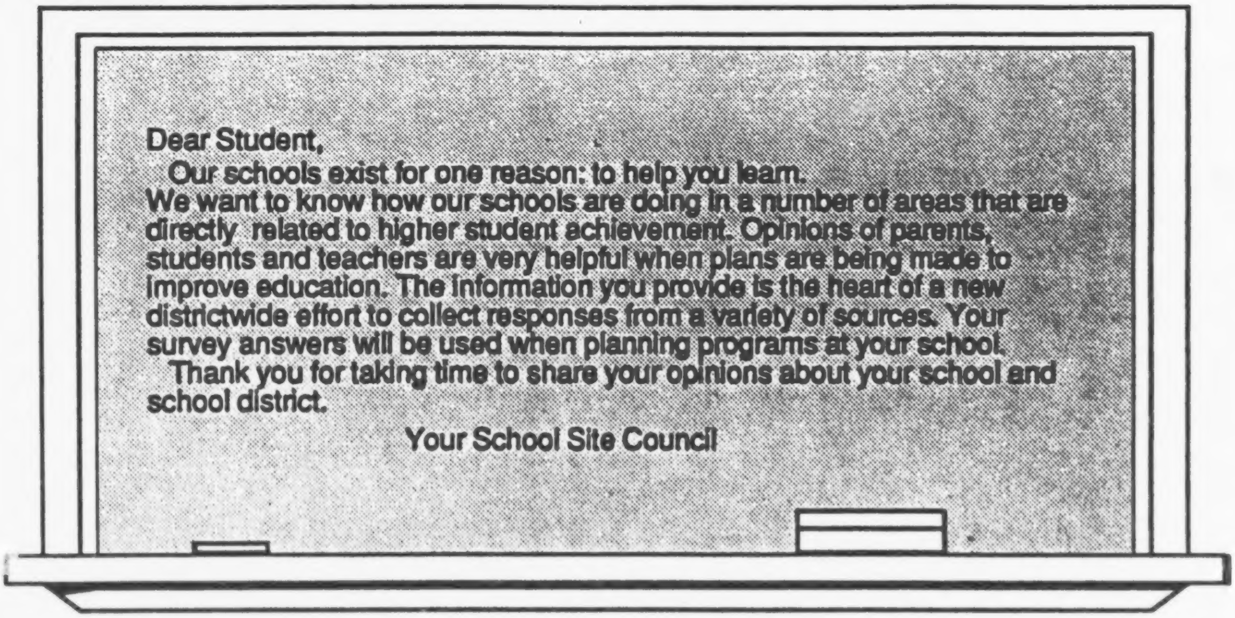
STUDENT SURVEY



Dear Student,

Our schools exist for one reason: to help you learn. We want to know how our schools are doing in a number of areas that are directly related to higher student achievement. Opinions of parents, students and teachers are very helpful when plans are being made to improve education. The information you provide is the heart of a new districtwide effort to collect responses from a variety of sources. Your survey answers will be used when planning programs at your school.

Thank you for taking time to share your opinions about your school and school district.

Your School Site Council

Since the responses to the questionnaire will be summarized by computer, please look closely at the directions below:

- MARK your responses on the enclosed ANSWER SHEET. USE THE PENCIL ENCLOSED. MAKE NO STRAY MARKS ON THE ANSWER SHEET.
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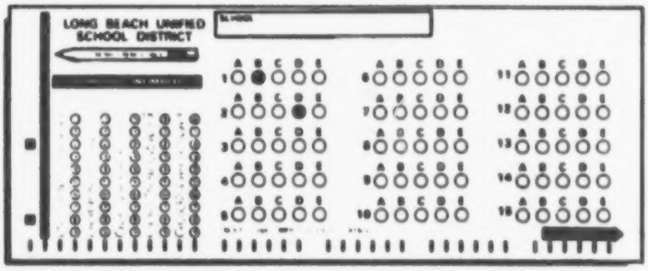
C = DISAGREE
D = STRONGLY DISAGREE
E = NOT ENOUGH INFORMATION



- RETURN YOUR ANSWER SHEET AND COMMENTS PAGE to your teacher.
- Do not write your name on the answer sheet. All information you provide is confidential and will not be identified as to its source.

A NOTE FROM THE SUPERINTENDENT

Your views are important. Our school and school district goals for 1987 will be based upon your responses to this survey. Thank you for helping us.

E. Tom Giugni
Superintendent of Schools

TO WHAT DEGREE DO YOU AGREE WITH THE FOLLOWING STATEMENTS ?

ANSWER CHOICES

****
*   A = STRONGLY AGREE   *
*   B = AGREE   *
*   C = DISAGREE   *
*   D = STRONGLY DISAGREE   *
*   E = NOT ENOUGH INFORMATION   *
****

LEADERSHIP

1. When I have concerns, the members of the school staff at this school are willing to listen to me.

2. Goals, standards, and expectations for student achievement and behavior have been clearly stated by the principal and teachers.

3. Teachers at this school help me develop skills in reading, writing, speaking, listening, thinking, and calculating.

INSTRUCTIONAL PRACTICES

4. My teacher is enthusiastic about the subjects we study.

5. My teacher makes sure I have mastered a step before I go on to the next one.

6. My teacher expects high quality work, including homework from every student.

7. My teacher gives me feedback on classroom work so that I am aware of, and can correct errors.

THE CURRICULUM

8. My teacher assigns work that challenges me.

9. Students in my class read a wide variety of books and other written materials to develop reading skills and to gain information.

10. I complete meaningful writing assignments regularly.

11. Students are encouraged to solve problems in a variety of ways.

12. We use our math skills to solve real-life problems.

13. We study history and social studies on a regular basis.

ANSWER CHOICES
****
*   A = STRONGLY AGREE   *
*   B = AGREE   *
*   C = DISAGREE   *
*   D = STRONGLY DISAGREE   *
*   E = NOT ENOUGH INFORMATION *
****

14. I have learned how art, dance, drama and music have helped develop cultures and exchange information about cultures all over the world.

SPECIAL NEEDS STUDENTS

15. Extra help is provided for students with special needs.

SCHOOL CULTURE / CLIMATE

16. Staff and students like to be at this school.

17. Our school environment is oriented toward personal and academic success.

18. Our school highlights and rewards achievements of students and teachers.

19. School rules are enforced fairly by teachers and administrators.

20. Problems are solved in this school and not just ignored.

SCHOOL/PARENT/COMMUNITY INTERACTION

21. My principal and my teachers want my parents to help me reach my educational goals.

22. My teachers inform my parents of my progress and encourage them to help me.

23. My parents encourage me to complete my homework and offer help if needed.

24. My parents support and attend school events.

PLANNING/IMPLEMENTING/EVALUATING THE PROGRAM

25. I help plan some of my learning experiences.

THE FOLLOWING INFORMATION IS NEEDED FOR STATISTICAL PURPOSES ONLY; HOWEVER, THIS INFORMATION IS EQUALLY AS IMPORTANT AS YOUR OPINIONS.

26. What is your current grade level?

    A. Grade 4
    B. Grade 5
    C. Grade 6
    D. Grade 7, 8, or 9
    E. Grade 10, 11, or 12

27. How many years have you been a student at this school?

    A. 0-2 years
    B. 3 years
    C. 4 years
    D. 5 years
    E. 6-7 years

28. How many years have you been a student in the Long Beach Unified School District?

    A. This is my first year in this district
    B. 1-2 years
    C. 3-4 years
    D. 5-6 years
    E. 7-8 years

29. To which ethnic group do you belong?

    A. American Indian
    B. Black
    C. Hispanic
    D. Asian, Filipino, or Pacific Islander
    E. White, not of Hispanic origin

30. Do you attend your neighborhood school?

    A. Yes
    B. No

APPENDIX D

DATABASE MANAGEMENT INFORMATION SYSTEM TIMELINE

DATABASE MANAGEMENT INFORMATION SYSTEM
TIMELINE

August 18-21	Establish Priorities and Timelines
August 21-25	Review/Revise Item Bank
August 26-September 5	Translate Item Bank and Train Staff in Survey Design
September 8-September 25	Plan with Facilitator
September 25	Set Goals with Superintendent's Staff
September - October	Meet with Principals to Share Information and Process Models
October 13	Generate School Survey at Each Site
November 6	Prepare Survey Translations
October 27-31	Precode Response Sheets
November 3-7	Prepare for Distribution
November 3-21	Print Surveys
November 10-21	Deliver Surveys to Schools
November 10-December 5	Prepare for Mailing
November 17-December 5	Administer Surveys and Follow-up with Schools
December 1-19	Prepare Response Forms for Scoring
December 8-22	Scan Response Forms
December-February 15	Write Programs for Data Analysis
January 27	Run School Effectiveness Reports
February 18	Send School Effectiveness Reports to Schools
February-March	Write Report for Superintendent and Board of Education
March	Send Additional Data Reports to Schools
March 12-April 10	Analyze Results for Schools
March 17	Report Preliminary Findings to Superintendent
March 19	Report Preliminary Findings to Superintendent's Staff
March 30	Report to Board of Education
March-May	Follow-up with Schools on Interpretations and Use of Results